National Library of Canada
Bibliothèque nationale du Canada

Canadian Theses Service
Service des thèses canadiennes

Ottawa, Canada
K1A 0N4

NOTICE

The quality of this microform is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Reproduction in full or in part of this microform is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30, and subsequent amendments.

AVIS

La qualité de cette microforme dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

La reproduction, même partielle, de cette microforme est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30, et ses amendements subséquents.

NL-339 (r. 88/04) c

Canada

National Library of Canada
Bibliothèque nationale du Canada

Canadian Theses Service
Service des thèses canadiennes

Ottawa, Canada
K1A 0N4

The author has granted an irrevocable non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of his/her thesis by any means and in any form or format, making this thesis available to interested persons.

L'auteur a accordé une licence irrévocable et non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de sa thèse de quelque manière et sous quelque forme que ce soit pour mettre des exemplaires de cette thèse à la disposition des personnes intéressées.

The author retains ownership of the copyright in his/her thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without his/her permission.

L'auteur conserve la propriété du droit d'auteur qui protège sa thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

ISBN 0-315-55420-7

Canada

THE UNIVERSITY OF ALBERTA

THE ROLE SOCIALIZATION OF FEMALE SCHOOL ADMINISTRATORS

by

JANE E. WARREN

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1989

THE UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR: Jane E. Warren

TITLE OF THESIS: The Role Socialization of Female School Administrators

DEGREE: Master of Education

YEAR THIS DEGREE WAS GRANTED: 1989

Permission is hereby granted to THE UNIVERSITY OF ALBERTA LIBRARY to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

Jane Warren

Student's Signature

PERMANENT ADDRESS

13 Winfield Heights

Sherwood Park, Alberta

T8B 1B9

DATED October 12, 1989

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "The Role Socialization of Female School Administrators," submitted by Jane E. Warren in partial fulfillment of the requirements for the degree of Master of Education.

Margaret Haughey

Dr. M. L. Haughey (Supervisor)

R. G. McIntosh

Dr. R. G. McIntosh

Dr. M. Assheton-Smith

Date: October 6, 1989

ABSTRACT

This study investigated the role socialization of female school administrators by examining initial role interest, administrative selection procedures, the formal and informal socialization processes, the administrative role and gender influence on role socialization. Eleven female school administrators were interviewed in a qualitative study and categories were developed from the interview transcripts.

Eight major categories and thirty subcategories were derived from the data. The first major category, initial interest, includes self perceptions of administrative suitability, planning for promotion, the role of encouragement and routes to administrative appointments. The second category, the selection/application processes, covers the formal/informal procedures, key factors in gaining leadership and weaknesses in the application/selection process. The informal socialization process comprises necessary knowledge for an administrator, learning the administrative role, assistance in role learning, identifying others for help, appearing successful in role learning, self help and critical times for this assistance.

The fourth major category, district attempts at administrative training, includes the views of district programs, the importance of time in socialization, the role of the assistant principal and the need for alternate socialization methods. Ongoing leader development, the fifth category, involves the need for continuous leader development and ongoing support in the administrative role.

The administrative role examines the key components of the administrative role, succession socialization and the perceived views of district personnel about the administrative role. The seventh category, gender impact on role socialization and role access, explores the mixed messages women receive, their lack of access to socialization, overcoming traditional socialization, bias and the woman administrator, and the drawbacks for women administrators. The final category was a self evaluation of progress and plans

for the future. Four pervasive themes also derived from the data were chance and choice, active and passive socialization, knowing and not knowing and the key role of the principal on the socialization process.

Various implications for school districts and personnel resulted from this study. Comprehensive district programs must be developed both for new administrators such as a formal mentorship, as well as ongoing professional upgrading for experienced leaders. Principals must also take a major role in recruiting and training future leaders. The equity issue and role expectations in terms of female administrators also needs to be addressed.

There are implications for women wishing to enter school administration. Career planning is essential and involvement in informal networks facilitates administrative learning. Women should also be aware of the conflict between traditional socialization and administrative role expectations.

ACKNOWLEDGEMENTS

A special thank you to my supervisor, Dr. Margaret Haughey, for her much appreciated advice and guidance during the writing of this thesis. Many thanks also to the committee members, Dr. McIntosh and Dr. Assheton-Smith.

Thank you also to the participants in this research who willingly shared their time and their experiences despite demanding schedules.

To my many colleagues and friends who constantly expressed their encouragement and support throughout this project, a big thank you. Lastly, a special thank you to Martha Moore without whose contribution the final goal would not have been possible.

TABLE OF CONTENTS

Chapter One	**Page**
INTRODUCTION TO THE STUDY	1
Statement of the Problem	3
Significance of the Problem	3
Assumptions of the Study	4
Limitations of the Study	4
Delimitations of the Study	5
Definition of the Terms	5
Organization of the Thesis	5
Chapter Two	
REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	7
Career Development	7
Career Socialization	13
Mentorship and Interactive Helping Relationships	16
Conceptual Framework	25
Summary	28
Chapter Three	
METHODOLOGY	29
Design of the Study	29
Pilot Study	30
Data Sources	30
Data Collection	31
Prior to the Interview	31
The Interview	32

After the Interview 33
Data Analysis 33
Establishing Trustworthiness 34
Summary 35
Chapter Four
ANALYSIS OF INTERVIEW DATA 36
Description of Participants 36
Categories 37
Initial Interest 37
Why I Thought I Could be an Administrator 37
Planning for Promotion 40
Role of Encouragement 42
How I Came to be an Administrator 46
The Application/Selection Process 48
The Formal/Informal Procedures 48
Key Factors in Gaining Leadership 50
Weaknesses in the Application/Selection Process 56
The Informal Socialization Process 58
What I Needed to Know as an Administrator 59
Learning the Administrative Role 64
Assistance in Learning the Administrative Role 69
Identifying Others for Help 73
Appearing Successful in Role Learning 75
Self Help 76
Critical Times for Assistance in Role Socialization 77
District Attempts at Administrative Training 79

Views of District Training Programs 79
The Importance of Time in Role Learning 83
The Assistant Principal -- Principal-in-Training? 84
The Need for Alternate Methods of Socialization 88
Ongoing Leader Development 89
The Need for Formal Continuous Leader Development 90
Ongoing Support in the Administrative Role 92
The Administrative Role 94
Key Components of the Administrative Role 94
Helping Others Interested in Administration 98
District Personnel Views of the Administrative Role 101
Gender Impact on Role Socialization and Role Access 103
Mixed Messages Women Receive 103
Women and Lack of Access to Socialization 104
Overcoming Traditional Socialization 107
Bias and the Woman Administrator 110
Drawbacks to Women Administrators 112
Where I am in my Career 118
Evaluation -- Where am I? 118
Plans for the Future 119
Themes Arising From the Data 119
Chance and Choice 119
Active Socialization and Passive Socialization 120
Knowing and Not Knowing 121
The Key Role of the Principal 122
Summary 123

Chapter Five

SUMMARY, REFLECTIONS AND IMPLICATIONS 124

Summary 124

Purpose of the Study 124

Methodology of the Study 124

Findings of the Study 125

Initial Interest 125

The Application/Selection Process 125

The Informal Socialization Process 125

District Attempts at Administrative Training 126

Ongoing Leader Development 126

The Administrative Role 127

Gender Impact on Role Access and Role Socialization 127

Where I am in My Career 127

Themes Arising From the Data 128

Reflections 128

Reflections on the Literature 128

Personal Reflections 131

Implications 133

Implications for School Districts and School Personnel 133

Implications for Further Study 136

BIBLIOGRAPHY 137

APPENDIX A: Participation Request Correspondence 143

APPENDIX B: Interview Outline 146

APPENDIX C: Sample Pages of Raw Data 152

LIST OF FIGURES

PAGE

FIGURE 1. Conceptual Framework 27

Chapter One

INTRODUCTION TO THE STUDY

Role socialization is a key element of success in any career position. The learning of tasks and responsibilities as well as the internalization of organizational norms and values, and the acceptance of all these various components makes the transition into full role participation a smooth and rewarding one. While the field of education offers many examples of role learning, one area of particular interest is the role socialization of female, school-based administrators.

Role socialization is only one factor in the major process of career development. Planning a career involves the formulation of realistic goals that lead to more challenging and responsible positions with the culmination in personal self-actualization. Appropriate and adequate role socialization assists in the successful integration and acculturation of individuals into each position on their career ladder.

In the school context this role socialization is not a single event or a time-limited process as it begins with initial interest in the administrative position, succession socialization (Valverde, 1974) or anticipatory socialization (Greenfield, 1977), and extends through various stages of formal and informal preparation once the role has been achieved. Gussner (1974) identified five socialization stages beginning with absorbing information and concluding with being a true contributor.

As most of the role learning goes on after the formal appointment, it amounts to "on the job" experiential learning. Although most districts assume varying degrees of responsibility for administrative training programs, by far the majority of the acculturation occurs informally as the aspirant or new appointee observes, models, questions, experiments and otherwise learns what it means to be administrator in the organization (Bragg, 1980; McNutt, 1979; Sandorff, 1980; Valverde, 1974).

Women administrators face particular problems both in career planning and in role

socialization. Historically due to societal norms women did not have careers and therefore there was no need to plan or strategize for advancement. Planning a career in school administration was considered the domain of men. Even into the 1980's lack of conscious career planning together with the remnants of traditional values have impeded women who might otherwise turn their interest in leadership into administrative positions (Tracy, 1985).

Women who do receive administrative appointments face further stress in attempting to access the informal socialization processes at all stages. The formal level of socialization, the job descriptions, rules, forms and operating procedures, do not cause difficulty for female administrators but the unwritten rules and organizational expectations do (Fryer, 1984). The informal organization does provide opportunities for learning the necessary behaviors and attitudes, but women are less likely than men to have access to these informal networks of practitioners and the various training opportunities such as committee work and quasi-administrative duties (Adkinson, 1981). This limited access to these learning structures which support men in transition forces women to seek "replacement socialization" (Adkinson, 1981:323). Marshall (1979) concurs and suggests a "special socialization" might also be needed to overcome cultural definitions. Even with these compensatory measures the role socialization of women tends to be inadequate.

To this point it might appear that role socialization is an individual process; however, it is not carried out in isolation. From the time of initial interest through the beginning stages of role performance, assistance is sought from a wide variety of individuals such as peers, supervisors and friends. Those in helping relationships perform a range of functions from encouragement and support to sponsorship and organizational intervention and are seen to play a major role in socializing individuals into a new status and position.

With more and more women entering the field of school administration this source of assistance in role socialization should play a key function in helping women more easily

access the elusive informal socialization network. Marshall (1985) believes that through guides, sponsors, mentors and counsellors women are better able to attain the key elements of career socialization such as strategizing, sponsored mobility, advice about career ladders and support through the difficult periods of training.

The socialization period for any new position is difficult and stress filled and for women in non-traditional roles it appears to be more so.

Statement of the Problem

The purpose of the study was to examine the role socialization of female school administrators.

A number of more specific questions served as guides in obtaining and analyzing the data.

1. Why was there initial interest in the administrative role?
   - 1.1 What was the role of encouragement?
2. How were the administrators selected for the role?
3. How are administrators socialized in the administrative role?
   - 3.1 What is the informal socialization process?
   - 3.2 Who assists in this socialization process?
   - 3.3 What are the district efforts at administrative training?
4. What is the role of the school administrator?
5. Has gender impacted on role access and role socialization?

Significance of the Problem

This study has both practical and theoretical significance. Consequently, the results should be of interest to those who are involved with the career development of women in the field of school administration and those concerned with the paucity of women in leadership positions in the schools.

In terms of practical considerations, there is concern about the lack of women in

leadership positions in all levels of public education, including the postsecondary level. By examining the initial role interest and the access to and processes of role socialization experienced by women administrators this may shed light on the structures and procedures needed to encourage women to enter these fields in the future.

In terms of theory this study will attempt to examine one aspect of career development of women in adulthood. It will look at the various means of role socialization used by women as they advance into leadership positions. Little has been written about adult development of women and in particular this aspect of career development. Also in regard to theoretical development, the insights gained from this study might not be restricted to women in school administration but the processes of career advancement and role socialization may apply more generally to all administrators.

Assumptions of the Study

A major assumption underlying the study was that the respondents' reports of the various experiences and elements involved in their career development and role socialization were the best source of data to describe the factors of role interest and role socialization. A second assumption was that the interview format elicited relevant data to enable identification of the processes of initial role interest and role socialization.

Limitations of the Study

There are various limitations to a study of this nature. These limitations relate mainly to the respondent and the researcher. Data were collected through interviews about past events and therefore the study depended on the ability of the administrator to recall accurately these events and her perceptions of them. Judgements may also have been required about motives, reasons and the importance surrounding various past events. The accuracy of the data depended on the awareness, the openness and the willingness of the participants to reveal and discuss personal perceptions of such events.

As the participants also volunteered for this study, strong views either positive or

negative about the topics discussed may be held by these individuals.

The lack of skills and experience on the part of the interviewer was also a limitation to the study. In an effort to minimize this limitation, two pilot interviews were conducted.

Delimitations of the Study

The study was delimited to the perceptions of eleven female, school-based administrators in one urban school district and it may not reflect the perceptions of other female administrators in this district or other districts.

The participants in this study were in school-based, line administrative positions.

Definition of the Terms

Role socialization - the processes by which an individual learns the ways of operating an organization so that she can function successfully in it. This involves internalizing the culture - the norms, values and procedures which govern the administrative practices of the particular school and district and learning the job components assigned to the particular role and accepting that role.

Career development - the successful setting and reaching of career goals usually comprised of positions of increasing responsibility and challenge.

Mentor - an individual who fosters another person's psychosocial or career development by acting as a teacher, sponsor, guide and/or role model.

Organization of the Thesis

This study of the role socialization of female school administrators is organized into five chapters. Chapter one examines why research into role socialization of these individuals is important and has come to the fore. The stage is then set for the research with the statement of the problem, the significance of the study, the assumptions, limitations, delimitations and definitions of terms used in the research. This chapter concludes with organization of the thesis.

Chapter two focuses on a review of relevant literature and research in the following areas: career planning and development, role socialization processes and the difficulties encountered by women, and assistance needed in role socialization of women administrators. This chapter concludes with a conceptual framework of all the factors relating to career development and role socialization.

Chapter three describes the methodology used in this study. This includes the study design, the data sources and the data collection procedures. This study was carried out in the naturalistic paradigm and used qualitative methods for the data analyses . A discussion of the data trustworthiness concludes this chapter.

Chapter four deals with the categorical analysis of the data and draws out various interpretations from the interviews into eight major areas of discussion. Finally this chapter outlines the emergent themes evident in the experiences of female administrators.

Chapter five provides the summary of the study and the findings, personal reflections and implications. As well suggestions for advancing educational research on role socialization were indicated.

Chapter Two

REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

The related literature for this topic falls into three distinct categories. The first of these divisions is concerned broadly with "career development" and includes areas such as career advancement, aspirations, career planning, and career patterns. Closely associated with the career development component is that of "career socialization" for all individuals and, most particularly, for women. The third major area examines the various types of "interactive helping relationships" that assist individuals during career development and the socialization process. Attention will be focused on the "mentor relationship" as one particular kind of assistance used in career advancement. As the major thrust of this research is an examination of the career development and socialization strategies of female school administrators, much of the literature reviewed will focus on women's experiences in these areas.

Career Development

There are two major approaches to an investigation of career development. By far the most common centres on specific career planning along with the personal development that leads to increasingly more challenging and responsible positions for the individual. The second approach, however, examines the activities of the organization in selecting, assessing, and developing individuals to meet the corporate needs. Thus, management and the individual share the responsibility for career development.

Hall (1986) sees these two foci as representing the end points in a spectrum of career development activities, but further states that the individual and the organization do have a role to play at all points in the spectrum. At one end of this career development continuum, career planning is employee centred, focusing on self-directed workbooks and cassette programs. Gradually as one moves along the continuum the organization becomes more

involved in career planning with seminars, workshops and management-employee career discussions. The other extremity of the spectrum represents more organization centred career management activities such as development assessment and corporate talent inventories. These build toward the end point of corporate succession planning.

It then follows that the responsibility for career planning and development is shared by both parties in a cooperative vein with maximum benefit for each seen as a desirable outcome. This conceptualization is supported by Schein (1971), whose theory of career development provides an understanding of the relationship between the career of an individual and the career as defined by the organization.

There is no shortage of research on the role of the individual in career development. In fact, career development is seen by many theorists as a systematic and planned process of adult socialization, acculturation and integration of attitudes, values, and competencies (Osipow, 1975; Schein, 1971). To further expand this definition, Super (1984) sees career development as a continuous, orderly, and generally predictive process of integration and individualization resulting from the interaction of various sociological, psychological, and economic forces. The importance of these influences varies at different stages in the individual's life. Over time the individual formulates aspirations and experiences and has varying degrees of success which result in increasingly realistic career goals. This conscious and highly individual psychological process leads to more challenging career positions and personal self-actualization.

Another way of conceptualizing career development is to examine the stages of career advancement in professional organizations. Dalton, Thompson and Price (1977) interviewed 550 professionally trained employees and proposed four distinct stages in a professional career. These stages differed in the tasks to be performed, the types of relationships found, and the psychological adjustments made. In the first stage, observing, learning, and experiencing the informal and formal networks comprise the apprenticeship

period. Independence characterizes the second stage when the individual becomes a technically competent and confident professional with visibility in the organization. Many people remain at this stage throughout their professional careers and do not move onward.

In the next two stages, according to Dalton, Thompson and Price (1977), the focus shifts from the technical aspects of the job to a more holistic view. At the third level, guiding, influencing, and developing others for the benefit of the organization cause responsibility to come from both above and below in the hierarchy. The move is toward developing people rather than things. In the final stage, one is in a position to define the organization and set parameters to its interaction with the outside world.

This model is a means of examining career development or advancement in complex organizations. It provides a succinct way of measuring career expectations for those who work in such organizations, as well as those who manage them.

Much of this early research in career development, both on a personal, as well as an organizational level, was conducted with white males and the findings were generalized to include females (Osipow, 1975; Levinson, 1978). Criticism of this method was evident in Hennig and Jardim (1977) and Kanter (1977) who stated that such generalizations should only be made to people in similar structural situations or to people who have experienced similar patterns of socialization. Shakeshaft (1981) concurred that even though little research has been undertaken to understand the career paths of women administrators, that which exists is modelled upon male generated assumptions of careers. This deficit has brought forth many new avenues of research which focus on women and their career patterns and advancement. This has also provided the impetus to compare and contrast the careers of men and women in the professions. From the mid 1970's the research on female career development has expanded greatly.

Hennig and Jardim (1977), in their study of 25 female corporate executives, were among the first to attempt to create a theory of career development for women. They

conceptualized a three-stage, age-related process. In the initial stage, career development is aided and frequently directed by a male superior. The period of moratorium is the label given to the second stage when a time of reconsideration of traditional values regarding motherhood and femininity occurs. The final stage is one of recommitment to the career with increasing personal and career autonomy and a widening of independent relationships. In their research, Hennig and Jardim (1977) also noted patterns of difference in the career development of men and women and examined the implications in the light of traditional male expectations and definitions.

From this rather late start, research focusing on women's careers has gained legitimate status in the academic community as women have entered the labor market in increasing numbers. Hall (1986) cites a number of studies and recent activities that have added to the understanding of the careers of women and the process of female adult development. Unfortunately, much of this research (Hall & Hall, 1979; Larwood et al., 1985; Moore, in press) represents a documentation of the problems faced by professional women rather than the chronicles of progress. Topics dealt with in these areas point out the skills women need to advance in management, the necessity of mentoring and networking in career management, and the requirement of sound career planning.

Many women have experienced early career success, Hall (1986) finds, however, making the move from middle management to top management is extremely unusual and difficult. Keohane (1984) refers to the barrier using the sports term, "The Wall" while others have viewed it as "the glass ceiling." Part of the reason for this invisible barrier, Keohane (1984) continues, is that senior management is now the level where old stereotypes about women exist. Many of these traditional ideas reinforce each other and are built into corporate planning. "All women by virtue of their gender are subject to patterns of discrimination when they are given a choice that appears mutually exclusive with no real

possibility of putting together any successful combination in between. (Keohane, 1981, p.11).

It is valid to state that women have made progress in the areas of career advancement, however, the magnitude of the progress is a matter of perspective. It would be expected that some specific fields such as the professions might have made more advances than others. However, such generalizations cannot be made and each area must be examined individually. The area of educational administration has provided a new field for career development research and for examining the differences in the career patterns of men and women.

Gaertner (1981), Ortiz (1982) and Stockard (1984) have detailed specific career paths of all administrators, and particularly of women administrators, in their studies. It was found that the three most common ways for women to enter school administration are through specialist positions, supervisory posts, and elementary principalships. Many of these positions tend to be staff rather than line positions. Further, Ortiz (1982) found, that supervisory positions rarely resulted in promotion to deputy or assistant superintendent, but they did offer an opportunity for the establishment of a career as a central office staff member.

In a study of certified, potential administrators in Pennsylvania, Shea (1983) found that women had lower career aspirations and different career paths to the principalship than did men. In reaching their goal of the principalship, men took the most direct path and at a younger age. Women tended to get side-tracked into advisory and staff positions and, despite having better educational qualifications, appeared to lack the line experience seen as necessary. In addition, women perceived the hiring practices as a further deterrent which prevented them from entering administration.

Research by Tracy (1985) lent further support to these findings through investigating the career patterns and aspirations of 234 males and female elementary principals in Ohio.

This study, based on the earlier work of Gross and Trask (1976) and Ortiz (1982), concurred with the findings that in respect to career aspirations, women learn to behave in a passive manner regarding their career options. Women, no matter how capable, do not consciously plan careers and attribute any promotion to "being in the right place at the right time." Women, who do enter administration, move or are moved into "dead end" positions that have little opportunity or likelihood of helping them advance in the system. Supervisory positions and elementary principalships are not the positions in which mobile men are found, neither are they positions most women can use to reach the superintendency.

In examining the typical career paths of men and women in administration, Shakeshaft (1981) also found that men used a variety of positions as stepping stones to further advancement. Positions such as sports coach, band director, assistant secondary principal and secondary principal were used by men to gather experience for further administrative positions at the superintendency level. The administrative careers of women were much less diverse and seldom followed these apparently critical steps but instead fell into the pattern of specialists, supervisors or elementary principals. These positions seldom led to the advanced ranks of district administration.

Ortiz (1982) also found that women teachers who express aspirations for administrative careers risk negative sanctions and frequently have difficulty getting tenure.

In examining the career paths and patterns of professional development of women school superintendents in Illinois, Dopp and Sloan (1985) found that women entered administration as a result of external influences and did not make a conscious decision to become superintendents. Other significant individuals provided the opportunities for personal and professional growth and once the barriers were surmounted in attaining the first administrative position, competency was of major importance. Thus, the common

thread found in many of these studies is lack of conscious career planning on the part of women.

Clements (1980) synthesized many of these ideas in his discussion of mixed messages from women about whether or not they aspire to administrative careers, and he concluded that ambivalence about career orientation among women educators may be more often an impediment to career advancement than preferential hiring practices.

In looking to the field of higher education, Bowker, Hinkle and Worner (1983, p. 64) asked the question, "Do women aspire to the same administrative positions as men?" Using a sample of American land grant institutions, the study revealed that the low representation of women in line positions in university administrations could not be justified on the basis of lack of female interest in positions of leadership. Not only were women as interested in leadership positions as men, but they aspired to levels as high as those sought by men. The staff appointments that women often received were not consistent with their career goals.

The research in this area tends to be inconclusive as to why the career development of men and women is not comparable. Does the responsibility lie with the social structure, the socialization process, or the personality factor? Regardless of the reason, women in general do not feel they are given equal consideration for administrative and management positions.

Career Socialization

To speak about socialization or acculturation of administrators is to focus on the ways in which the values, norms, rules, and operating procedures that govern the practice of administration in particular organizations are learned. Socialization is an integral part of career development and, as administrators are socialized, they begin to live out that role and exhibit the appropriate behaviors. For some candidates access to the socialization process

is easily gained, whereas for others, who are not as culturally "in tune" with the dominant group, the door to socialization never opens.

The importance of the socialization process was examined in a longitudinal study conducted by Greenfield (1977) of 18 administrators in an American metropolitan school district. He identified three components of this process. These were: GASing, or getting the attention of supervisors, anticipatory socialization that occurs in the candidacy period and is informal and unplanned, and lastly, the transmission of the administrative culture through personal interaction and role modelling. In this manner, the candidate acquires a positive orientation to the administrative group and is accepted into the culture.

These findings were supported by Weiss (1977) whose research found a positive correlation between the degree of superior/subordinate behavior similarity and the subordinate's perceptions of the superior's success and competencies. He concluded that modelling, the complex interaction of model characteristics, observer characteristics, and intervening motivational cognitions, is an effective tool of organizational socialization.

Extensive research has been done on the socialization of school administrators. Topics dealt with are the stages in the socialization process (Gussner, 1974), the concept of role definition and socialization (Bragg, 1980), and the area of succession socialization (Valverde, 1974). Succession socialization describes the interaction between a stable social system of higher status and new members who are trying to enter. It involves the "rites of passage" for aspirants as they move from candidates to protegés to administrators.

To this point discussion has focused on career socialization in general, without any specific reference to gender. However, much of the literature supports the position that women have specific concerns regarding career socialization into the traditionally male domain of school management. Career socialization theory provides the framework for viewing women's career formation as the interplay of personal orientation, career environmental supports, and incentives.

In interviewing 25 women administrators, Marshall (1985) found that women are not provided equal access to salient socialization processes where aspiring administrators learn to meet unstated criteria, acquire relevant job training, and demonstrate to supervisors their fit with the organization. Women must develop techniques to face organizational realities such as the extra testing they encounter, the exclusion and unfair treatment, as well as to acquire the techniques to perform the job competently. Frequently they must learn appropriate behaviors and attitudes on their own. Being tough, setting standards and priorities, making demands and being critical are behaviors necessary for administrators, but these are contrary to traditional female socialization. All administrators must learn to handle tough tasks, but for women this learning conflicts with prior socialization and this learning must occur in an environment where women have unequal access to informal socialization. Women who set career objectives, promote themselves and make choices to achieve goals have overcome the female socialization of modesty and passivity.

The process of gaining these skills and moving away from traditional expectations, according to Marshall (1985), is moving from the culturally defined to the self-defined. Only with supports and incentives will potential female administrators progress through a difficult transition or resocialization to become comfortable and competent and be placed in advance positions. In Marshall's (1985) study, even after women had developed the appropriate attitudes, behaviors and competencies for career mobility, the organizational structure, norms and policies still prevented promotion.

Fryer (1984) agrees that the organizational socialization at the informal level provides a major stumbling block for women in educational administration. The formal socialization of regulations, forms, and operating procedures do not pose a problem, but the unwritten rules and organizational expectations for member behavior do. The system of cues used to convey these expectations to newcomers is generally devised by men and from a male perspective. Many of the metaphors are in the areas of team sports and the military where,

until recently, women have had little opportunity to participate. Women tend to adopt a highly individualistic approach instead of the team approach on which many organizations are built. One of the reasons why educational organizations are so slow to develop effective techniques for female organizational socialization is the small number of women entering the field, yet the reason why so few enter is partly the responsibility of inappropriate socialization. Thus, the "vicious circle" continues.

Mentorship and Interactive Helping Relationships

The socialization process for either men or women does not occur in isolation. Other individuals play a major role in introducing newcomers to positions and organizations. This socialization process is most effective when it derives from an interactive helping relationship in which both individuals actively participate. The roles in the helping relationship are labelled with a wide variety of descriptors and the assistance provided also covers the spectrum from superficial to intense paternalistic relationships and direct career intervention.

One label that is frequently seen throughout the literature to describe the one who provides the assistance is "mentor," although this term has no precise definition and Merriam (1983) observed that the phenomenon tends to be defined by the particular context in which it is found. The term has recently gained new prominence; however, the concept is very old. Ever since the Greek poet Homer's "faithful and wise" Mentor first advised Odysseus, wise elders have counselled, coached, and taught the young. When Odysseus was away from home for many years, he entrusted his son, Telemachus, to his friend and advisor. Thus, Mentor was the tutor, guardian, and father figure to his young protegé. Since those ancient times there have been mentors and protegés in virtually every discipline and career area. Only recently have researchers recognized the critical role mentors play in the development of organizational leaders (Bova & Phillips, 1982).

There are many definitions to this term, although the same components are generally present throughout. Moore and Salimbene (1981) saw mentoring as a form of adult socialization for professional relationships in which the more experienced and powerful person guides, advises, and assists the career of a less experienced, upwardly mobile protegé. Most writers seem to favor the term "protegé" when speaking about the recipient of the process. A simple description of the role is that a mentor may be someone who is just one step ahead in the career process. The Woodlands Group (1980) viewed the role as that of executive nurturer and trusted counsellor or guide, effective leader and role model who offers career strategy. Bolton (1980) defined the mentor as one who personalizes the modelling influence by direct involvement. Mentors have power through who they are or what they know to significantly help protegés to reach major life goals, added Phillips Jones (1982). Levinson (1978) broadened the definition to host and guide welcoming the initiate into a new occupational and social world and acquainting the protegé with its values, customs, resources, and cast of characters. Thus, it can be seen that mentors perform a wide range of interactive helping functions.

While many of the descriptors stay in the realm of career development, others also address the areas of personal or psychosocial development. Kram (1985) and Zey (1984) used these criteria to further categorize the mentoring functions. Kram (1985) conducted an in-depth interview study of the relationships between younger and older managers in a corporate setting. Thirty young managers were further interviewed about their career histories and a parallel study was made of senior managers. In addition, 18 mentor/protegé pairs participated in retrospective interviews. From this research came a detailed examination of the many facets of mentoring.

The career development functions, described by Kram (1985), are those aspects of a relationship that enhance learning the ropes and preparing for advancement in the organization. Psychosocial functions are those components of a relationship that enhance a

sense of competence, clarity of identity and effectiveness in a professional role. The former assists advancement in the career hierarchy while the latter develops the individual on a personal level. Both areas are seen as vital to address the challenges of career and life.

Career functions are possible because of the senior person's experience, organizational rank and influence in the organizational context. This structural role relationship enables the provision of sponsorship, coaching, visibility and exposure to assist the protegé to navigate effectively in the organizational world. The mentor also shields the junior person from untimely or potentially damaging contact in controversial situations. This function must maintain a balance between supporting and smothering the individual. The assignment of challenging work, supported with technical training and ongoing performance feedback enables the development of specific competencies critical in the preparation for advancement.

In contrast to career functions, psychosocial functions are possible because of an interpersonal relationship that fosters mutual trust and increasing intimacy. This interpersonal bond enables role modelling and counselling on dilemmas that surface as a novice launches a career. Each individual experiences acceptance and confirmation through interaction with the other. Mutual liking and respect support the young adult's view of self in the new and more challenging work role. These psychological functions are not as readily found in helping relationships as are the standard career functions. In Kram's (1985) research, all 18 mentor/protegé pairs provided career functions, but fewer provided the component of psychosocial development.

Taking a slightly different approach, Zey (1984) arranged the mentoring functions in a hierarchy of increasing investment and commitment by both individuals. Using respondents from the middle and senior management of Fortune 500 manufacturing companies, a sample of more than 100 was obtained. With the open-ended survey techniques allowing for free exploration of the whole career story, it was ensured that no

important dimension was lost. From the data obtained, Zey was able to construct and elaborate on the the hierarchy.

At the lowest level of Zey's hierarchy is the teaching function which includes the skill development needed for the job, as well as career guidance. Included is outlining the picture of career paths available both inside and outside the corporation. Another component of this function is drawing the organizational road map or looking at the politics, personalities, and "state secrets" of the company. The next level up in the hierarchy is that of personal support. This includes the psychological assistance to help the protegé overcome the pressure and strains accompanying the transition into positions of further responsibility. Confidence building through various attitudinal or behavioral mechanisms allows the protegé to assume greater responsibility more comfortably. The final component of this function is assistance with personal life, as family pressures, dilemmas and conflicts can interfere with job performance.

The third and fourth levels move from a private interpersonal exchange into a new and more public realm. The term used is organizational intervention, in which the mentor's commitment to the protegé becomes widely known. Protecting the protegé from conflict and situations that would adversely affect organizational advancement becomes the mentor's role. Also, marketing the candidate by advertising the good qualities becomes important. The mentor can also use his position to increase access to resources usually unavailable to juniors. In this third stage it is evident that the relationship has become public.

At the final level, promoting the protegé becomes the central focus. This may be done either directly if the mentor is in a position to do so, or indirectly, by recommending the candidate for promotion. The direct promotion can be in the form of increasing the title, expanding the function or manipulating the political factors. As for indirect promotion,

assistance with admission to management programs and/or appointments to professional boards and journals fall into this category.

Although mentorship does have its negative qualities, the literature generally supports this type of interactive helping relationship as most beneficial for career development and advancement. The relationship involves an investment of time and energy from both parties such that it becomes a mutually useful partnership for the mentor, as well as the protegé.

Three major areas have been dominant in the literature of the mentor phenomenon. These are the fields of developmental psychology, the business world, and the academic setting. There are many similarities; however, a slightly different perspective and emphasis is evident in each of them.

In the area of adult psychological development and the role of mentors, the most comprehensive work was by Levinson (1978). Although he examined the development of men by studying the lives of 40 individuals in four different career patterns, his theory addresses personal development as a totality. Teacher, sponsor, counsellor, developer of skills and intellect, host, guide and exemplar are all included in Levinson's concept of mentor. "In addition," writes Levinson, "developmentally the most crucial function of the mentor is to support and facilitate the realization of the Dream," that is, the vision each young man had about the kind of life he wanted as an adult. The importance Levinson gives to mentoring in adult development has been supported by a longitudinal study of 95 Harvard graduates (Vaillant, 1977). It was found that the men judged to have the most rewarding outcomes had been capable of sustained relationships with loving people in both career and personal life.

Sheehy (1976) has also been interested in mentoring from the perspective of psychological growth and development, especially as it affects women. She found that all who had gained recognition in their career, had a mentor at some point. Further, she

laments the lack of mentors for women and explores some of the complications inherent in males being mentors to females. It is interesting to note that Levinson's (1978) classical work in this area was originally generalized to women, but he has since originated another study on women's adult development to parallel his earlier research (Levinson, in press).

Business has produced the greatest number of articles and data-based studies on mentoring. In this setting, mentoring is explored from the perspective of career development rather than the more general framework of adult development. A significant number of articles in this field address the importance of mentoring for women.

In a data-based study of note, Shapiro, Haseltine and Rowe (1978) offer a continuum of advisory/support relationships which facilitate access to positions of leadership, authority, and power in management and professional fields. At one end of the continuum is a peer relationship of mutual sharing and strategizing for reciprocal benefit. There is little control, power and status seen at this level of the symmetrical relationship. At the next stage along the continuum, the guide is viewed as one who can explain the system or organization but is not usually in a position to champion a protegé. A sponsor is seen as having less power than a patron but both are judged to have sufficient influence to be able to assist the advancement of a protegé's career. At the end of the spectrum is the complementary and paternalistic relationship of mentor. This individual has the power, control and status and incorporates all other helping roles including teaching and advocating. These support categories demonstrate the degrees of assistance available in an organizational setting.

From a slightly different perspective, Dalton, Thompson and Price (1977) proposed a model of career organization consisting of four successive stages--apprentice, colleague, mentor, and sponsor. Support for Dalton's theory of successive career stages was reported by Van Vorst (1980) in a study of chief executive officers in Indiana. Sixty-eight percent indicated they had had a mentor in their apprentice stage and 89 percent were now mentors

to others. A system with strong commitment to this type of development program perpetuates itself.

Several writers have focused on the role of mentoring in the career development of business women. Michael (1985) studied 30 women in traditionally male dominated fields through semi-structured interviews. Over 70 percent could identify a mentor, with a higher percentage in the academic field than in business or professions. Over 65 percent also stated that mentors had a great deal of influence on career success and were also directly responsible for career choice.

Other research has expanded the understanding of various components and ends served by this type of an interactive helping relationship. Bolton (1980) discussed the links between role modelling, socialization, and mentoring. Other studies discuss the necessity for women to have access to an interactive helping relationship in order to achieve potential goals (Hennig & Jardim, 1977; Kanter, 1977). Halcomb (1980) went further to examine the critical points when mentorship is vital to career development while Phillips (1977) focused on the varying degrees of assistance offered by the relationships. Among the strongest evidence presented was the study of American female corporate executives all of whom could identify mentors who had impacted on their careers (Hennig & Jardim, 1977).

Not all studies offer support for the mentoring relationship. It has been suggested by others that the presence of a mentor or similar helping relationship in one's career is not a critical variable to success (Anderson & Devanna, 1981). It was postulated that successful, but unmentored, men and women are largely ignored in these studies as are other possible explanations for success in the business world.

In academic settings, learning experiences are central to the educational function, as well as the helping relationship. Wise by virtue of being older and more experienced, the mentor guides and cultivates the intellect of the young individual. Much of the literature in this area has focused on higher education situations, but there are studies on the mentor-

pupil relationship in the area of gifted children (Boston, 1976). However, most research explored the helping relationship of professors on the progress and career entry of graduate students and on the career development and advancement of female university administrators. The relationship between supervising professors and graduate students was characterized as one of trusted teacher and door opener in the career world (Phillips, 1979; Schmidt & Wolfe, 1980).

These findings were supported by McNeer (1983) in her examination of the careers of women college administrators. In self-directed interviews, the respondents stated there were two key points at which mentor assistance was essential. When, as a graduate student, the protegé is guided in adult socialization was one key point, while the other was when the protegé makes the transition into an administrative career position. It was also found that mentoring relationships frequently evolved into peer relationships as protegés gained more stature in the field and moved on to new institutions. Further to these findings, Marsicano (1981) saw the need for mentors in order that female newcomers be accepted on the academic staff of institutions and receive the support necessary to publish. Once again, interactive helping relationships played a central role in the socialization of newcomers to the academic field.

Most of the research in the academic field was focused in the area of higher education and little made reference to the public school setting. In this area women were also encountering difficulty in career advancement and socialization beyond the position of elementary principal or supervisor/consultant. Studies on the effects of mentorship in educational administration have provided further insights. Villani (1983) used qualitative research with female mentor/protegé pairs and found a high correlation between encouragement and the protegés' faith in themselves. Mentors also were seen as the catalyst of the Dream--one's vision of oneself. Erikson and Pitner (1980), in Oregon,

found that successful women administrators listed mentors as a help in climbing the career ladder.

In the Canadian context, Willis and Dodgson (1986), in a study of school and district level women administrators from three provinces, found the influence of mentors to be rated as substantial although the majority of respondents did not recognize the mentoring relationships except in retrospect. Many of these relationships were initially focused on the job and mentors acted mainly as role models and protector/sponsors. Asked whether or not they had mentored others, 75 percent of the respondents replied affirmatively, stating that they wanted to help and encourage others to reach potential by sharing their own experiences. When the possibility of formalizing mentorship into university-based programs as a technique of career assistance was brought forth, ambivalence was expressed about institutionalizing the process. It appears that despite the literature supporting mentorship as a vital factor in business career advancement, female school administrators have not seen a clear parallel with their own situation.

The related literature fell into three distinct areas, career development, role socialization and interactive helping relationships. Career development was seen as the responsibility of both the individual and the organization. Recently female career development has gained significant attention, however, much of the literature focused on the difficulties rather than the successes of professional women. In the area of school leadership women were most frequently found in positions that lack upward mobility despite their qualifications. One possible explanation was the lack of conscious career planning that characterized the administrative career of women. Thus, despite similar leadership aspirations, the administrative careers of men and women are very different.

Career socialization could be one factor to explain this discrepancy. Socialization was deemed an essential component to successful role performance in any career and elements of this leadership training were not as readily available to women. The neophyte female

school administrator must not only acquire the formal role expectations but must also attempt to access an informal socialization network that was resistant to female entry.

Various interactive helping relationships were seen as one means to ease role entry for any individual but most particularly for women. These helping relationships could provide a range of assistance from peer information sharing and strategizing to organizational intervention and the psychosocial development functions of mentorship. Despite the wealth of literature supporting these helping mechanisms, it does not appear that female school administrators have made conscious use of this research from the business world. Women school administrators have not yet seen the value in actively seeking and cultivating these helping relationships to assist with career advancement.

A case certainly could be made for the conscious development and use of the range of helping relationships particularly in the phase of initial role entry when female administrators experience the most difficulty learning the informal expectations, rules and networks of the leadership role.

Conceptual Framework

The previous literature suggested that all individuals new to a role, and most particularly women in the non traditional role of school administration, would benefit greatly from assistance and support. This is needed, first of all, as women "test the waters" at the stage of initial interest and later, even more so, as they enter the role of neophyte school leader. Through this socialization process, the new administrator comes to know both the formal and informal aspects of the position and gradually feels more comfortable in the role. As she moves into full acceptance of the role she begins to unconsciously think and act as a school leader and the initial socialization process is complete.

This conceptual framework (Figure 1) provides a useful way of looking at different types of help needed at the various career stages. Analysis of the helping relationships that

characterize careers suggests a pattern and an orderly sequence. There are various stages and roles, however, there is considerable overlap of the helping modes and it is difficult to label the assistance provided at each stage with any degree of exclusivity. Despite the lack of clearly defined boundaries, this framework provides a useful means to examine the different types of help needed in the various stages of role socialization.

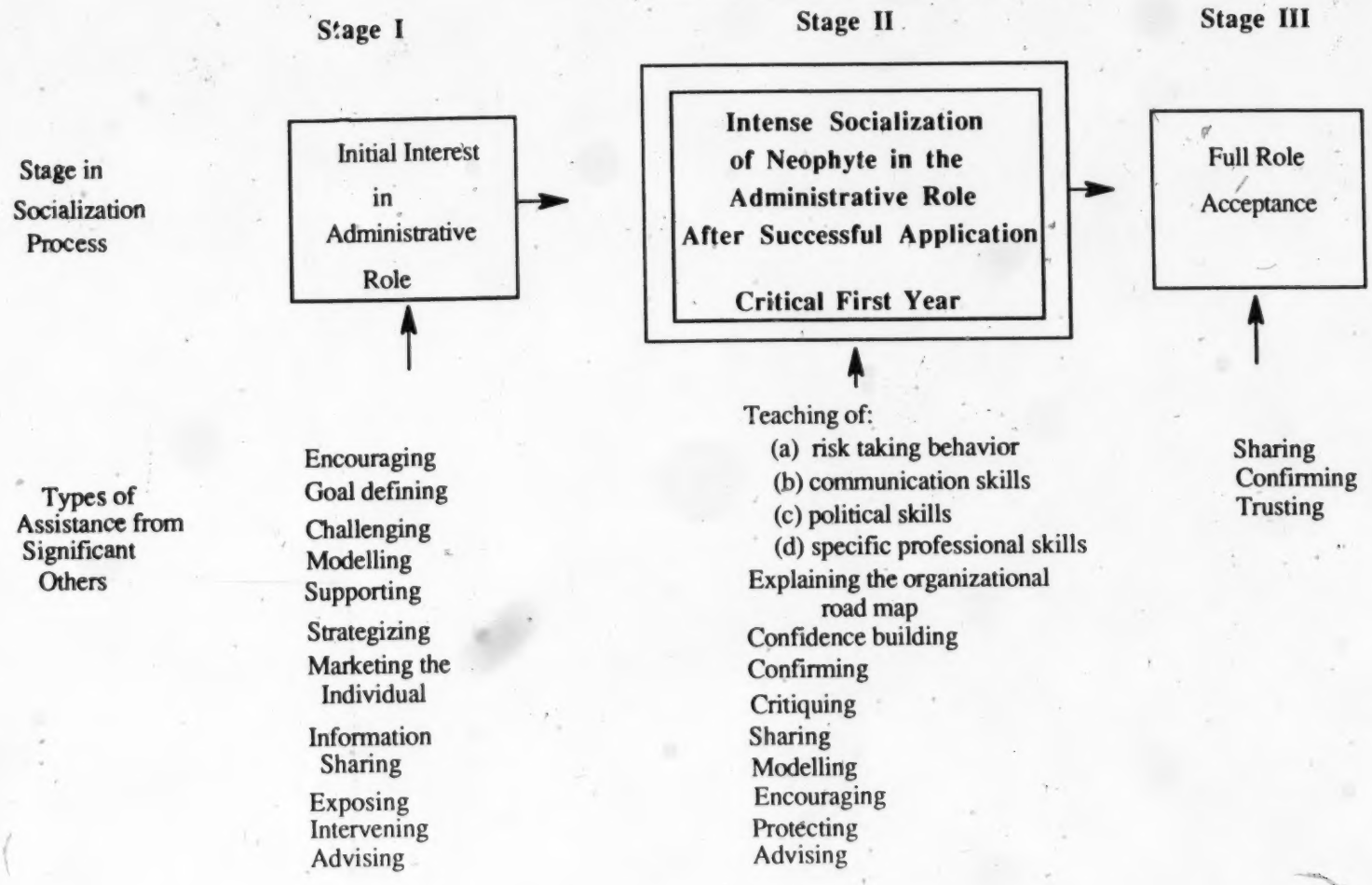
At each stage at least two individuals are involved--the neophyte administrator and one or more individuals assisting the newcomer to assimilate the role. This helping role can be performed by several persons either simultaneously or consecutively. In the subordinate position, unlike that of the superior or teacher, the individual or neophyte administrator does not change but rather progresses through the stages toward full role knowledge and acceptance.

This conceptual framework isolates the career socialization stages of one individual, however, when taken together with the career development strategies of other individuals, it becomes a web of teacher-learner or mentor-protegé relationships within an organization. As individuals progress through the socialization stages, they can reach back to perform the mentor or teaching function for other newer administrators. Thus a web of helping relationships forms in an organization.

Another aspect of career development that would be difficult to illustrate is the spiral-like quality of career development. As an individual comes to fully accept the administrative role and feel comfortable in it, her aspirations might change as she seeks the further challenges of a more responsible role. Once again, she finds herself in the stages of initial role interest for a new, more demanding position and seeks out mentors and role models for further socialization. Thus individuals can be constantly involved in the socialization process either learning a new role themselves or helping others to adjust to the new role expectations of administration.

FIGURE I

STAGES OF ROLE SOCIALIZATION



The conceptual framework presented in Figure I focuses on the types of assistance needed at various stages of role socialization.

Summary

Career development, socialization and helping relationships have been the centre of much attention and research in recent years. Although these processes are important to all individuals, a special focus is on women in management and their understanding and integration of these concepts into their lives. The 1980's have been a particularly fertile period of research; however, women in school leadership positions are not fully employing the fruits of this research. Many institutional changes have been made to support women in administration, but there is still a lag in the practice. Only with further investigation of the career advancement, the socialization processes, and the helping mechanisms used by women administrators, as well as their perceived need for such assistance, will the field of educational administration more fully use the talent and expertise of the largely unrepresented resource of female educators.

This study will examine the role socialization experiences and perceptions of female school administrators in an attempt to discover the learning processes used by these women as well as any perceived needs in this area. Chapter three discusses the methodology used in this research.

Chapter Three

METHODOLOGY

Chapter three discusses the specifics of the methodology used in this study. The research design is described and its appropriateness to the purpose of this research is discussed. The pilot study, the selection of the data sources, the data collection and procedures for analysis are all outlined. The trustworthiness of the data is also addressed.

The Design of the Study

The design chosen to study the role socialization of female school administrators is in the naturalistic or interpretive paradigm. Naturalistic inquiry has many characteristics to recommend it for this type of study. Guba and Lincoln (1982:235) state:

> it offers a contextual relevance and richness unmatched by any other paradigm. It displays a sensitivity to process. . . . It is driven by theory grounded in the data; the naturalist does not search for data to fit his or her theory but develops a theory to explain the data. Finally, naturalistic approaches take full advantage of the not inconsiderable power of the human-as-instrument (for data collection).

This type of study examines the multiple and divergent realities of each participant to gain meaning and understanding of a particular phenomenon. Rather than forming generalizations or proving theories, this method seeks insights into the experiences and interpretations of the respondents. Further, Guba and Lincoln (1982:233) state that naturalistic inquiry is a paradigm of inquiry that is carried out in a natural setting and relies heavily on qualitative rather than quantitative methods.

This study would also be classified as a multi-site study which according to Bogdan and Biklen (1982:65) investigates a number of individual respondents in different locations and at different times. This particular study design was judged to be appropriate to the phenomenon of role socialization as it was necessary to interview a number of female administrators over a period of months.

This specific study used a semi-structured interview format with current female, school-based administrators. The researcher was also the interviewer and thus was able to

take full advantage of the "human as instrument" (Guba & Lincoln, 1982:235) in probing for deeper meaning or letting the respondent shape the interview as she felt most comfortable.

To summarize, the selected design is a multi-site study in the naturalistic or interpretive paradigm with qualitative data analysis.

The Pilot Study

A pilot study is recommended in educational research "to evaluate and improve the interview guide and the interview procedure and help the researcher gain experience in using the procedure before any research data for the main study are collected" (Borg & Gall, 1983:454). Such a pilot study was conducted with two women from the broader field of education. The procedure was similar to the actual study, a tape-recorded interview, which was later transcribed for a preliminary trial analysis for categories and themes.

Following each pilot interview inquiries were made as to question clarity, comfort level and interview procedures. Following this, the interview outline was revised to eliminate duplicate questions and focus in more on the research topic.

Data Sources

The first step in locating the interviewees was to contact the District Office of the selected school district. After discussing the anticipated research and providing a copy of the proposal to the Superintendent, the study was given district approval. It was then necessary to contact the personnel office to receive a list of all female, school-based administrators in the district.

Letters were sent to all 35 current female, school-based administrators explaining the purpose of the study, the format to be followed and requesting voluntary participation. Care was taken to address the issue of anonymity and confidentiality in these request letters in the hope that this would increase the rate of return.

From the 35 requests, 22 positive responses were received in the designated time

frame. This, of course, presented a difficulty in that an interpretive study with in-depth research can only be done with a small number of participants. Time constraints and the study design necessitated limiting the number of participants.

As the researcher did not know all of the respondents, assistance in selecting participants was requested from a central office administrator who knew the school principals and assistant principals. The individuals selected were from various school levels and administrative positions and with differing lengths of administrative experience. The number of 11 was arrived at and the participation of the selected individuals was confirmed by both letter and telephone.

The participants were four school principals and seven assistant principals who had a range of administrative experience from less than a year for new appointees to 14 years. They represented all three levels--elementary, junior high and senior high schools--and the majority had been an administrator in more than one school.

As school-based administrators are very busy individuals the interviewing of the 11 participants took longer than anticipated. The interviews were begun in March and completed in June.

Data Collection

Prior to the Interview

As the interview topics asked for retrospection and reflection on past events, an outline of the topics to be discussed was provided in advance to the respondents. At the interviews it was observed that some participants had done "their homework" and made notes of key points they wished to recall. It appeared to provide a measure of comfort to know what area was next to be discussed, particularly when sensitive issues were involved. A number of participants expressed appreciation at receiving the discussion outline earlier, thereby giving them time to think about the topic areas.

Appointments were made by telephone and in all cases the interviews took place at the

participant's school. A time frame of approximately one hour was requested with the possibility of a second interview if necessary but frequently external time constraints and the desire to complete the interview in one session intervened. The interviews lasted from 45 minutes to 2 1/2 hours and three of the interviews took two sessions to complete.

Prior to beginning the interview, the format and the ethical considerations were clarified. The participants were told they would receive their interview transcript to review and at that time, they could add, clarify or delete any interview statements. Anonymity and confidentiality were discussed and respondents were assured that any identifying references would be removed should an excerpt from their interview be used in the final report. Secure storage of the interview tapes and transcripts during analysis was also outlined. Finally, each respondent was told they could choose not to answer questions or stop the interview at any point.

The Interview

The interviews, which began after a few moments of casual conversation to establish rapport, and a review of procedures, were tape-recorded with permission. The interviews followed the outline of the specific research questions with probing for further explanation. The questions began with "How did you come to be an administrator in this school?" This non-threatening start established a comfort level and enabled respondents to describe their career moves. Gradually the questions moved into the more sensitive areas.

Some respondents seemed much more at ease with the interview process than others as they appeared to have prepared for the interview and were willing to discuss at length and in depth their various socialization experiences. Others were more reluctant to share and care had to be taken that, in probing for experiences and perceptions, the interviewer did not lead these reluctant respondents. Paraphrasing was used throughout the interviews to check for shared understanding and meaning.

Immediately following each interview, a record was maintained of the interviewer's

feelings about each interview. The respondent's reactions and non verbal messages were also recorded. In addition suggestions for improvement for future interviews were listed.

After the Interview

The interviews were transcribed and grammatically corrected without any content change before being returned to the participants. The respondents were invited to read the interviews carefully and make any alterations needed as a perception check to assure accuracy. Before the transcripts were sent to the participants the interviewer added some clarifying questions and comments to confirm exact meanings. Most respondents used this opportunity to provide more data in the form of comments, examples and experiences before returning the transcripts.

Data Analysis

> Data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. Analysis involves working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding how you will tell others. (Bogdan & Biklen, 1983:145)

This immense process began with the single step of reading carefully each transcript and listening to the interview tape. The particular task was repeated numerous times at various stages throughout the analysis procedure.

Using content analysis, the transcripts were coded according to the experiences, the meanings and interpretations found within them. Categories were developed from these coded transcripts and the data were physically grouped into these categories. The research questions were then examined for correspondence to the categories. In general, the categories chosen to illuminate the respondents' meanings also reflected specific research questions. However, one unanticipated category found in the data led to the design of appropriate additional questions regarding the need for ongoing leader development. As Glaser and Strauss (1967, p. 23) comment "one generates conceptual categories or their

properties from evidence; then the evidence from which the category emerged is used to illustrate the concept."

Once the subcategories and the categories had been developed and the story told within each using the experiences of the respondents, the raw data of transcripts and tapes were again the focus in the search for pervasive themes. These themes were then also described using examples from the data.

Establishing Trustworthiness

Qualitative research, like all other research, is concerned with scientific rigor of both the data and the interpretations derived from that data. The means for establishing rigor in this type of research must reflect the basic assumptions of this research paradigm, such as multiple realities, while addressing the concerns of objectivity, validity and reliability.

Guba and Lincoln (1982:246-7) suggest four methods to be used in the naturalistic paradigm to demonstrate trustworthiness of the research. These methods establish credibility, transferability, dependability and confirmability. One way credibility was assured was to return the typed transcript to the participant for verification and elaboration. Also the use of frequent paraphrasing during the interviews ensured that the participant and the interviewer were fully understanding each other. Peer debriefing was another component of the research as insights were discussed with uninvolved but interested colleagues. Member checks were also done as ideas or interpretations that were derived from interviews were brought forward with subsequent respondents to see if the ideas had meaning for them. Further member checks were carried out as the categories and subcategories derived from the data were sent to each participant for confirmation that these categories fit their experiences.

In regard to transferability, although naturalistic research does not aim at generalizability, the selected participants would represent a purposive sample reflecting variety in years of administrative practice, school levels and roles within the school. This

served to maximize the range of information collected. The circumstances, the individuals involved, the stages and components of the process, the psychological readiness as well as the participant reflection on these were used to understand the role socialization of these female administrators.

One method by which dependability and confirmability can be examined is with an "audit trail" (Guba & Lincoln 1982:248). With the methodological steps and decision points accurately outlined in this chapter and the data in the raw and process stages these two types of audits could be carried out. Also a reflexive journal was kept during the interview and analysis stages of this research to record thoughts about the formulation of the study and changing perceptions of the research.

Summary

This chapter described the methodology used in this study of the role socialization of female school administrators. The naturalistic study design and its "fit" to this topic was outlined. The location of the data sources, the data collection methods and the analysis procedures used were then summarized. Finally, the issue of establishing trustworthiness was discussed.

Chapter Four

ANALYSIS OF INTERVIEW DATA

This chapter examines the experiences and perceptions of female school administrators according to a number of categories derived from the interview data. There are eight major categories which correspond to the research questions. These categories are initial interest, the application/selection procedure, the informal socialization process, district attempts at administrative training, on-going leader development, the role of a school administrator, gender impact on role access and socialization and where I am in my career. The self evaluation and plans for the future conclude this section.

Following the discussion of each of these categories, the themes derived from the data will be presented.

Description of the Participants

The respondents were all currently school-based administrators. Of the eleven participants, four were principals and seven were assistant principals. In regard to educational background, all of the principals and two of the assistant principals had completed graduate work in administration. Of the remaining group a number had expressed interest in or were studying in religious education programs. The range of administrative experience varied from less than a year to fourteen years. Past experiences also varied greatly. A number of the respondents served in staff positions as facilitators/consultants before coming into school administration and also a number had their initial administrative experiences in temporary, acting positions. The majority were in elementary school positions or in control of the elementary setting of an elementary-junior high school with only three of the respondents in secondary school situations.

Categories

Each of the eight major categories is further divided into subcategories which organize the presentation of experiences and perceptions of role socialization. The participants' responses are presented through the use of paraphrasing supported by direct quotations.

Initial Interest

Under this major category the events, actors and perceptions that led the respondent to apply for an administrative position are discussed. The headings used are why I thought I could be an administrator, role of encouragement, planning for promotion, and how I came to be in the role.

Why I Thought I Could be an Administrator

One of the attributes that first piqued the interest of the respondents in school administration was an involvement in a variety of school related committees and school-wide events that provided full range to many special talents and enabled a more global view of the operation of a school. This involvement might have been in professional committees of colleagues where the respondents were frequently looked to as leaders because ". . . if I was given a task to do, and leading a committee, it got done and it was done correctly and I liked it." This talent for organization and task accomplishment was also frequently recognized and capitalized on by others. "I was approached by the principal ahead of time to say 'I am thinking about asking for a committee for this. Would you mind serving on the committee and can I look to you to be a leader?' "

In many cases these organizational skills involved much more than just classroom activities but rather "went beyond the role of a teacher into coordinating school-wide activities." Whether these activities were fashion shows, special luncheons, or registration programs, these respondents were never teachers to stay in their own classroom with the door shut. "I was the type that if anything needed to get done, I was doing it."

As they became involved in this informal leadership they were rewarded with project

success and feelings of achievement, " I really did enjoy the leadership role and being able to move it this way or that, and being able to pick my committee and have people around me that could do a good job." Success in other types of educational ventures such as directing inservice programs, or decision making in major curricular areas also indicated to respondents that administration might be their field.

The possession of good "people skills" was a strong indicator to these administrators of potential ability. Self descriptors such as a person who motivated and inspired others, a compromising person, one who developed "a sense of trust," or was active in helping teachers were used by those female administrators.

> I could motivate staff to get involved in certain things . . . personal power or whatever you want to call it, I did have that empowerment skill. . . . I could always get others to buy in. "Let's do this or let's do that." They'd say, "Oh no, you have another idea . . ."

Interpersonal relationships were also seen as important early in the careers of these individuals. This involved both relationships with students as well as colleagues.

> I had the reputation with principals I worked with for handling problem students and their conflicts very well. One of the strong things about my philosophy is I work at relationships with kids.

> I think I develop a sense of trust. I do not break a confidence. I do care about people and they can sense that. I want my colleagues to do well. I am not threatened if they surpass me.

Knowledge of the administrative role and a perception that they were already doing a number of administrative tasks led these women to formally apply for the administrative position. "I think in many respects I was actually doing the position before I actually moved into it." In some instances job knowledge came from previous temporary appointments or working closely with an incumbent administrator. "When I saw what she was doing I figured I could probably do some of it." These female respondents often found themselves performing many aspects of the role without any of the side benefits or even teaching the administrative role to a new appointee unfamiliar with that level.

> . . . you begin to realize that you know more about elementary programs and running events than your superior . . . being the most experienced teacher on staff, I got to work very closely with him and he relied a lot on me. . . he was learning from me.
>
> . . . if the teachers made a mistake that the principal didn't want to correct, he would pass the work on to me to correct.

Also the respondents felt their opinions were listened to and valued by the current school leaders. " I was treated almost like an administrator from the point of view of administrators listening to my opinion."

Frustration with the lack of power in their present positions also directed these women to think of administration as a goal.

> I was dissatisfied with some things that were happening. I thought more should be happening for the kids globally.
>
> I found it to be quite frustrating to be the counsellor . . . always going to the administrator for permission to do your job. . . . As the administrator. . . you can deal with problems more directly with students.

One participant was motivated to seek the principalship because of the same feeling of being thwarted in her objectives.

> there were things that I wanted to see happening in the school in terms of program and I was being blocked because I was only the assistant principal. I was working with more conservative principals and they were good people but they weren't allowing me to direct or lead in the way that I wanted, so I chose a principal's role.

Combined with these feeling of frustration and powerlessness a number of respondents had an internal agenda, a vision of what they wanted to see or do in schools that could most effectively be accomplished if they were in a formal administrative position. One participant felt as an administrator, ". . . it seems as though you can come up with an idea, you can present it, provide the framework and then people will plug into it and they will pick it up and go." Another woman administrator reflecting on why she had applied for the position responded, "I really knew what I wanted to have happen in terms of curriculum and program."

Ideas in terms of how to work with staff motivated another individual to seek the

principalship. "I felt very much ready for a school as a leader and I had lots of ideas and really . . . accepted the challenge fully of the opportunity to help empower others." Frustration with the lack of power in their current role and visions of what could happen in the school environment motivated these women to seek formal power in the administrator's role.

Another reason why the respondents thought they could be administrators resulted from their observations of and experiences with inept and ineffective administrators. "I could certainly do that, if not better" was a comment frequently heard.

Some respondents went a step further and "learned how not to do things" in future roles because as one administrator expressed, "I've made observations of people I thought were doing a crummy job and what they were doing." Those were seen as pitfalls to avoid.

In looking at the question of why they thought they could be administrators, these women principals and assistant principals felt that they had confidence in themselves because of successful outside involvement, strong interpersonal skills, a knowledge of the job and experience in performance of some aspects as well as an internal drive borne of frustration to carry out a wealth of new ideas. These, together with knowledge of what not to do, led these women to make the initial step of application.

Planning for Promotion

Much of the career development literature focuses on planning and being aware of the forces operational within the organization. This is usually one of the major components missing in women's careers and this pattern was borne out with the majority of these female participants. "It was by accident" or "I did it on a whim" was the theme of many comments. In looking back at their past, women respondents could not identify strong leadership tendencies. "I have not over my life seen myself as an administrator in the system," stated one individual. And even after a successful experience in a temporary

administrative position, that feeling was still strong as the same respondent continued, "I was quite adamant at that time, that it was not for me." It appeared that the majority of these women administrators had not consciously made long range plans for a career in administration but once initially involved did set short term goals.

A career map and conscious career decisions were characteristic of the promotional advancement of one of the younger respondents. This administrator spoke of "always wanting to be a principal" and "preparing herself for administration" and of having a definite goal which she reached "on time and on target."

An aspect of career planning that some women were becoming more conscious of is "reading the political climate." Being able to gauge whether the time was appropriate to maximize the opportunities was a talent that was indicated by a number of the respondents, at times consciously, while for others, it appeared, only recognized in retrospect. One assistant principal was aware of the advantageous climate.

> . . . it was a good time . . . a great number of new administrators were being brought on and the Board had made the people who were making the choices very aware that they should be aware of the women. I would almost say that being a woman has been an advantage particularly in that year.

This "reading of the situation" meant in one case being aware of political discussion at the Board level.

> At Board level there was discussion that they should try to place one female administrator (in each school) at least at the high school level and that had just come forward in the year that I was applying. I think that year was to my advantage, that given equality between a woman's application and a man's application, that a woman was going to get it . . . given what had transpired at the Board. So I think that was a very encouraging time for women.

This female principal continued, "Women being involved in administration was coming to the forefront at that time and I was in the right place at the right time and made my own opportunities."

Another respondent also saw the political climate as partly responsible for her appointment when "I applied during International Women's year . . . and they gave it to

me." Another administrator was told, "Why not, there's more chance for women" when uncertain about whether or not to apply.

Not only in regard to past appointments but also current and future plans, a number of women were attempting to prepare themselves for future doors that might open.

> Right now they want women administrators in the high school so maybe I'll be fortunate. Maybe in three or four years they are going to say, "We want more women as senior administrators" and I will take my chances. I think I have the personal competence too.

Even in regard to knowing when to apply for education leave or sabbatical involves reading the political climate to a degree as is indicated when one individual was told, "Why not, you know there aren't a lot of women." She went on "I think that's why I got it because I was a woman . . . . it was an opportune time."

Conscious, long range career plans for administration were not part of the experience of the majority of the respondents. On the other hand, when examining the events that led up to the appointments of these women administrators, a number were aware of the political elements and timing factors that went into their successful applications. Perhaps, in retrospect, more immediate planning was evident than these respondents acknowledged.

Role of Encouragement

Encouragement plays a major role in supporting any new job aspirant. This encouragement can come from many sources and may be in the form of suggestions to seek administrative positions, advice as to how to increase profile through activities or the provision of a "taste" of the role.

The individuals who provided this support varied greatly from family members, peers, district personnel in staff and line positions to the incumbent, school-based administrators, with whom these women worked early in their careers. For the respondents the strongest and most voluminous encouragement came from the school-based administrators, both principals and assistant principals. This support usually took the direct form of suggesting

an administrative application. One administrator recalled the encouragement of an assistant principal early in her career. "You should consider applying for a vice principalship because you are doing all the work anyway and you might as well get paid for it." Another respondent had a similar situation early in her teaching career. " . . . during that time the principal was the first person to ever approach me after three or four years and encourage me. . . . 'Have you ever thought of administration?' " Although this individual did not apply initially, a second opportunity was provided when she again found herself working with the same principal.

> [He] was the principal again and he started little seeds such as "Have you thought about it?" He also provided me many experiences for committee work and opportunities to share with other administrators. He always encouraged me and at that point in my second year back here that I did apply.

In another case the suggestion was more subtle but evident nonetheless.

> I did walk into by mistake . . . a principal's meeting in my first or second year of teaching. My principal was at the meeting and he said, "This isn't the right place for your meeting. You can come into this room in a couple of years."

For one female administrator, it was an assistant principal who provided this needed encouragement by "telling me before Christmas that he was resigning his position . . . and why didn't I get my application in."

Although the exception rather than the norm, one administrator had been encouraged twice in her career by female administrators. This respondent did not act on the initial support of a female principal but did act when encouraged later.

> It was the vice principal of the school who was, in essence, the principal of the elementary section. She encouraged me by telling me I was administrative material, asking me to take on extra school tasks and sharing her ideas.

School administrators did play a key role in encouraging members of their staffs who had indicated an interest in and potential for administration.

Peers, usually teachers in similar roles, were also identified as providing major encouragement at the initial interest stage. This was the experience of one principal. "I felt

that people were telling me informally, people I really respect, 'You would really do a good job and you have a lot to offer and we need people like you.' I got that over and over again." Another respondent had similar support from colleagues: "the main reason was, that other people, mainly other teachers and administrators kept encouraging me, suggesting it." This push to apply came from both male and female peers for one administrator. "Quite a few teachers encouraged me to apply. They would make suggestions, 'Why don't you?' It wasn't all women . . . many men were saying things like that, too."

With most respondents the support centred around verbal encouragement but in one instance it was much more active and direct. One principal recounted the encouragement she received from a peer.

> She phoned Central Office and said she was me and would they please send out an application for an assistant principalship and she brought it down to me and said, "Fill it out." . . . a rather large push I'd say. She helped me to recognize my strengths. She was supportive and encouraging and helped me to focus on my leadership skills.

One assistant principal felt she was currently being encouraged by teachers to seek further advancement into a principalship. "Right now the teachers are saying, 'Why don't you become a principal, we'll teach for you,' that's the encouragement I'm getting now."

Some of the female administrative participants identified family members as sources of encouragement and support. Husbands who were in the field of education in various roles were identified as sources of support throughout the socialization process. At the initial interest stage this influence was particularly appreciated by the aspirants when approaching the application process. As one individual expressed, ". . . I have a great coach in my own husband and he really did promote the idea of me being an administrator and gave me some good reasons why."

Another participant also benefitted from this assistance.

> . . . my husband has always encouraged me as an administrator. He feels that I

> have strengths in that area and he is always very supportive as far as trying to help with the family. . . . He would be one of those who helped me most to be in this position.

Another example of family support came from the father of one assistant principal who was a retired administrator from the same district. She remembered his encouragement in many forms. ". . . he held up a couple of women who were his vice principals and had done a good job as examples. [He also encouraged me] to seek development of my skills and to keep an open mind about administration."

Encouragement to seek school leadership positions was also forthcoming from district personnel in both the staff and line roles. One respondent worked as a facilitator for a subject area supervisor who planted the idea. "Yes, she did encourage. She did give us that confidence that we have it in us to take that role. She said that we all had the qualities of leaders."

From line personnel there was encouragement but in much less direct ways. The individual had to be able to interpret the message. "[A superintendent] made the comment that my experience and the number of different jobs I had in the system would be good on a resumé if I ever thought of applying for administration." And another example, the same administrator commented. " . . . the principal came to see me one day and said that the superintendent had been out and had inquired about me and asked if I was interested in administration."

While many female administrators saw the major role played by encouragement from many different sources, a number recalled the lack of direct encouragement from peers on staff or school administrators. " . . . In all these years nobody ever . . . encouraged me to proceed to anything different than being a classroom teacher. Nobody ever said, 'you have the potential'."

This same individual tried to solicit encouragement and information about the administrative role only to be met with vague comments and avoidance on the part of an

incumbent.

> I asked her what it was like. Her response was it was very different . . . and when I asked her what she meant there wasn't any further dialogue. It was almost like she didn't want to take the time or the interest to say.

In some cases the respondents were aware of sporadic comments of vague and indirect support. These were usually "second hand" and, of course, lacked the forcefulness of those directly given. Some individuals saw this lack of support or encouragement as indicative of the time. "I don't think women were being consciously groomed for any positions at all . . . it was still very much male oriented."

Encouragement and support in the initial interest stages appeared to play a key role in "ripening the seed of interest and curiosity into a commitment" to pursue the application process. The support given the most credibility and importance was that of school-based administrators although that of others such as peers, family and district personnel should not be discounted.

How I Came to be an Administrator

The route by which these women respondents came to hold administrative positions are as varied as are their personalities.

Family environment and the importance attributed to education in the family were given as explanations as why education was chosen as the career field. One participant mentioned that her "father was an administrator" and "that probably had something to do with it [career choice]." In another case the respondent felt that she was subject to "traditional influences" and was discouraged by both her father and her husband from getting too much education as "you'll educate yourself out of a job."

In many instances the decision to seek an administrative post was based on the need for "personal fulfillment" and a "more challenging environment," or the desire for change and a more direct decision making role. These were all personal needs felt by the respondents. However, in another example, after rejecting an earlier offer of an

administrative position due to family commitments, one respondent found herself seeking an assistant principalship due to monetary necessity and changed circumstances.

These women administrators brought to their appointments a variety of leadership experiences in both staff and line positions. One respondent had a wealth of background from three acting assistant principalships in two different schools and had also served one year as a facilitator. Another respondent had administrative experience in the elementary, junior high and senior high school as well as two different consultancies before applying for a principalship. A number of the women had a "taste" of the role expectations with a temporary acting positions before they formally applied. Also, staff positions as facilitator or consultant appeared to be another route to administration. The range of administrative experience varied from less than a year at the interview time to fourteen years and it was noted that a number of women mentioned they were "not successful" in their first application but persevered with their goal. One respondent was seconded to the university to work as a faculty consultant and instructor for a year prior to applying for an assistant principalship.

The majority of the respondents did not feel their educational attainments influenced their interest or socialization into the role. However, one respondent did link these factors. "My graduate studies had been in education leadership. I was geared not only emotionally and socially but intellectually. . . I was ready for the change."

These women administrators judged many factors as being important in working toward their goal of school leadership. Their family backgrounds and their leadership experiences both inside and outside the system were seen as influencing their success in role attainment.

Role socialization began with the first step of interest in the role. This interest came from the self perceptions and judgements made by the administrative aspirant, from the encouragement of a wide range of significant individuals and from measures of planning

and reading the political temperature. These factors together with a variety of prior successful leadership experiences led the respondents to take the next step of formal application for a leadership role.

The Application/Selection Process

Once the decision to pursue an administrative position had been made, often with heavy deliberation and much consultation, the respondents were thrown into the administrative selection process. In this section both the formal application process and the informal procedures and expectations about this process will be examined from the perspective of the respondents. The headings used are the formal/informal procedures, key factors in gaining the leadership role, and weaknesses in the application/selection process.

The Formal/Informal Procedures

The formal procedures had not varied much over the fourteen years covered by the respondents' applications. There was an initial meeting to introduce the process to interested school personnel which was a memorable experience for one principal as she recalled, "I think I was the only woman there." There were also the traditional procedures of application forms, references from colleagues, supervisors and religious leaders, the writing of a personal philosophy of education, as well as a formal interview. Each section of the application process was allotted points which provided a rank ordering of candidates for a given year.

The experiences of the respondents as they "jumped through the hoops" were varied. One assistant principal indicated "although my interviewer stuck very closely to the prescribed questions for the interview . . . sometimes it is much less formal."

Another assistant principal remembered that she had "no preparation or warning at all" for this component, as the interviewers arrived at school and "asked me questions about what my Christian views were, how I felt about children and we just chit chatted."

The "infamous" point system has a number of critics and a recently appointed assistant

principal felt that one reason for this was a lack of understanding of the process.

> I don't think they understand the point system that our district uses . . . they are not aware of the great number of people who handle individual sections of the application and therefore you are never bound by one person's view of your application . . . parts of your application are viewed without anyone knowing who you are as well. There are a lot of built-in safeguards."

This lack of understanding combined with the half truths that are always present when a process is not clearly comprehended led to a number of underground ideas as to how one attained an administrative position. These informal rules reached the administrative aspirants through the ever present communication grapevine. Some of these informal ideas may seem ludicrous yet they were believed and were very much part of the atmosphere surrounding the application process. These informal grapevine messages ranged from the requirement to have membership in certain Catholic organizations such as "Knights of Columbus" (a Catholic men's organization) or "Parish Council" to "the necessity to know someone at the district office." Graduation from a particular university was also seen as a key factor when one respondent noted, "It helped to have an FX ring."

Other requirements this informal grapevine saw as important were involvement in committee work and active in the A.T.A. (Alberta Teachers' Association) and Specialist Councils to "get exposure, become known and network" and through this "build a resumé." Other informal messages reaching one participant were "get involved in the community league . . . change schools often and get lots of experiences." These requisites were never part of the formal application requirements but yet individuals in the district believed them to be operational and some or all of these messages reached the participants at the time of their application with no valid grounds to accept or reject these "do's and don'ts."

Some of the participants had difficulty "accessing the informal network" and knowing which messages were approximating the truth of the situation. One administrator recalled "at that time I more believed the regulations as they were written down" indicating that

today more attention is given to the informal network than when she initially applied.

Another female principal indicated that knowing the informal rules made further applications less stressful: "by the second time I knew the informal." This participant saw her initial failure to get an appointment partly as a result of not knowing the informal system.

> I feel the reason I was not accepted the first time was I didn't know the rules. I did know what I needed to know, who I should be asking for references and how to make myself visible as a good candidate. By the second time I had checked these things out. . . . I indicated to the people who I knew would be reviewing the applications that I was interested . . . also the first time I did not fill out the application as extensively as I probably should have.

When asked how she learned these informal rules, the same administrator went on as follows: "Through social contacts with people who were administrators who would say, 'when I applied I did this, or make sure you do that' or just little hints and tips in putting the thing together."

This informal network was given credibility by a number of the participants who saw the need to access this information system in order to be aware of the unwritten expectations. This system was usually a blend of fact and fiction and many aspirants did not know how much influence the informal network had in formal decisions and therefore opted to be aware of both the formal and informal expectations in order to optimize their opportunities to reach their leadership goals.

The participants were all aware of the formal application process and had varying degrees of awareness of the informal rules. The amount of credibility given to the informal network also varied with the participants.

Key Factors in Gaining Leadership

Of the many factors judged to be important in attaining an administrative position, three were emphasized by respondents. These are interpersonal support, personal skills and the role of chance or luck.

All of the participants felt that interpersonal support from colleagues or supervisors was a key factor in receiving an administrative appointment. One assistant principal observed, "the principal's recommendation is important. It is ranked more important than a colleague's recommendation."

Another administrator agreed that a recommendation "from superiors probably has more influence than from peers. How you rate with area superintendents and people in personnel downtown matters a lot."

The school leader appeared to be the key individual identified, as the principal's reference was a compulsory component of the administrative application. It was important that a positive rapport be established between the applicant and the leader in order that strong recommendation be forthcoming. A weak reference from a principal could jeopardize the applicant's chances.

> You can certainly word things in such a way that it might look good but if you read between the lines then it is not a good recommendation. There are certain little cues that people put into recommendations that show their enthusiasm is certainly not apparent for that application.

Although interpersonal support was perceived to play a strong role in gaining an administrative position one principal respondent saw some danger in only a few individuals strongly promoting protegés. "It has to be more than one leader making the recommendation. It could be dangerous if certain high profile people are making all the recommendations. We'll all end up with leaders who have the same style."

Another women administrator viewed the other side of the coin, that of influential individuals blocking advancement. "How you rate with district personnel. . . . I am not sure as far as getting the appointment, . . . but I think as far as being blackballed."

Does interpersonal support mean a faster promotion? One principal answered, "It depends on who is recommending someone. If they are credible in the eyes of the area superintendents -- yes. If not -- forget it." This might be considered a warning to those

seeking sponsorship to evaluate carefully the credibility of a sponsor and be sure to "hitch your wagon to a star."

Another principal's observation was that "the old boys' club has been extremely strong" indicating that she didn't believe female applicants had access to the same degree of interpersonal support as male candidates.

One principal observed that she considered "personal references a key factor when hiring teachers" and hoped significant weight was given in administrative appointments. Other administrators said their personal experiences supported the importance of this element in their own careers and one attributed the fact that she received an assistant principalship to the "principal going to bat for me."

In another case being able to develop rapport with the interviewer can be the difference between a strong recommendation and a lukewarm one. "By the end of the interview . . . we were laughing and smiling and everything was just wonderful. I knew if there was a position open I would have it."

Interpersonal support is an important factor in attaining an administrative position. The support of the principal is seen as key followed by that of district personnel and peers but the administrative applicant must be aware of pitfalls to the support as well.

Strong interpersonal support from a supervisor, sometimes known as promoting the protegé, had both its positive and negative aspects. In terms of positive effects one respondent felt that in the recommendation the principal could add extra comments ". . . to provide a kind of boost or give a heavier weighting to the application by phoning [the decision makers] to add further support to the application." This administrator continued, "principals can also groom and profile their assistants and volunteer them for district level assignments."

Another respondent agreed as she had observed this profiling.

He was going to get her known because your chances of getting an administrative

> position are better if you are known outside the school. So anything that came up that was outside the school he would bring it up at the staff meeting but he would always start with, "This individual has already agreed to serve . . . "

This demonstrated not only the positive side of profiling an administrative candidate but also the widespread negative aspect. Overt promotion of one individual could lead to "staff morale difficulties" as other members perceived "instances of unequal praise and recognition" and became aware of "advanced information available to only select staff members." The respondent who had observed this went on: "often these friendships between principal and the protegé were not objective" and this later caused difficulty for the new appointee in unfamiliar circumstances. The neophyte was not prepared for the "unbiased expectations" of a new principal.

Interpersonal support, while a necessary part of role socialization and attaining the leadership position, must be tempered with consideration as to how this appears to outsiders and the overriding virtue of fairness to all colleagues.

Personal skills of the administrative applicant must also be considered in the selection process. In preparing for the leadership role the aspirant may have done formal study through university programs, or developed skills through attendance at conferences and inservices. Many skills in the area of management, leadership and human relations need, in large part, to be learned "on the job." These skills were seen as a necessary component to the successful leadership of a school but the respondents indicated uncertainty as to how much importance is attached to personal skills in the selection process.

A number of administrators personally rate skills highly. As one principal commented, "I rate them very highly in selecting teachers for the school."

A second principal went on to say, " I know how I would look at it. I think they are important because the interaction within a school environment is critical to the success of the school." This same individual went on, "I would hope that it would be very high on the list. If not, we are in trouble. We are in a people business." She later expressed the

same uncertainty felt by many others. "I guess I would have to be honest and say I am not sure how they are thinking down there."

Others believed personal skills not be given a high rating in the selection process.

> I don't believe they [personal skills] are, because there is nowhere in the application process or the interview process where it is looked at. I suppose in the interview process your personality is going to come out but how you handle . . . problem parents, that doesn't come out.

One principal could even recall an example of where these skills did not appear to impact on an appointment.

> . . . there was a situation. . . where somebody received an assistant principalship and people were very shocked that this person received an appointment because of such poor interpersonal skills. How did that person ever get an assistant principalship?

One of the problems with personal skills was the difficulty to evaluate and assess them adequately. As one principal observed, "This skill assessment is very cumbersome and time consuming. . . and you must have the skills to observe the needed skills."

Another principal agreed and remarked, "the application form does point it out but often it's a good friend who makes the judgement."

Personal skills -- are they considered important in the selection of school administrators? Uncertainty and ambiguity characterized the responses of these female administrators as to the importance of these skills in the selection process. They hoped that skills were considered important yet could think of examples where personal skills did not appear to play a key role. Also the question of how to evaluate these presented itself.

No one wanted to admit to the factor of luck or chance in an organization that operates according to policies and procedures. Yet it was a factor that a number of these female administrators observed both in their own career and in the careers of others. In regard to their own appointments and the role socialization that accompanied the position, luck or chance was seen as a factor in attaining the position, gaining valuable experience and accessing knowledgeable people to assist in the process. As one participant expressed, "I

think appointments are made partly because it is the right time, right place, knowing the right person and speaking to them at the right second."

Another female administrator saw fluency in other languages as an advantage at present because chances of being promoted into administration were better simply because these bilingual schools were expanding so quickly. This administrator continued,

> there is also the factor of when you apply and how many other candidates have applied and how many positions are open. If you have the luck of being in a field where candidates are not as well qualified and you stand out, then that is great.

Other participants saw luck or chance to be a factor in placements where they were able to gain administrative experience needed for the future. As one assistant principal recalled, ". . . my title was program assistant but I was in essence the vice principal of that school, when it came time to apply I had all those skills in place."

Being in the right place to assume an acting position was viewed as fortuitous by one participant.

> . . . just by luck landing in this school and ending up [acting] principal for a year. I had an opportunity to see that I would like to be the principal and I can do it which is an advantage that very few people have when they apply.

Luck was also judged to be a factor in finding people to aid in the role socialization at various stages. In one case it was a "principal who strongly encouraged" an aspirant and gave a "very positive recommendation" while in another it took the form of two experienced principals aiding a neophyte to "learn the ropes" of administration.

Luck or chance was sometimes termed the "opportune moment" or "being in the right place at the right time" and one participant had experienced both facets of this.

> I know I have been in the right place at the right time with some appointments and with another, I was not in the right place at the right time. When you are in the right place you think, "it's great" but when you are not you think, "that's not fair."

A number of the female administrators did not feel comfortable with the concept and did not think chance or luck played or should play a part in appointments.

> It has been known to happen. I think it is unfortunate personally. I don't think you should ever be in the right place at the right time to get a leadership position. I don't think by luck or by golly should get it.

Is chance a factor in administrative appointments? Many could identify cases where it appeared to be a factor and also observed it as operational in their own careers. Yet it was really seen as an unknown and some strongly felt that it should not be a factor in appointments at all.

Weaknesses in the Application/Selection Process

All of these principals and assistant principals had received appointments following the administrative selection process. They saw many weaknesses in the present system such as the criteria used to evaluate applications, the lack of knowledge about the process, the role of the informal selection process and cases where policy appeared not to be followed.

As this is a Roman Catholic district, concern was expressed by the female administrators about evaluating the faith component of the application. As one assistant principal expressed, "How can you rate a person's faith commitment? . . . I hate judgemental things like that."

As various components of the application process are awarded points it is seen as a "numbers game." As one individual who had worked on the selection committee recalled,

> The philosophy of education. I sat with another person and we had to put a weighting on every one of these applications. His [weightings] weren't the same as mine . . . this is awfully chancey. . . . I am not sure it is very easy to put a number or a rank ordering on this.

One female participant did not feel that district personnel followed their own administrative selection policy. "I honestly don't think this policy is followed the way the book says it is. . . . I have applied for a principalship twice. Both times I have had more points than men who were appointed principals."

Weaknesses were also perceived by the participants in the placement process for administrators. The tendency to move administrators throughout the three levels tended to

destroy the "credibility" of administrators as educational leaders in their schools. "When they come from high school or junior high (to elementary), they don't know . . . the teaching, the discipline everything is so different."

Also this process meant the lack of opportunity to advance because of the need for "token women in the high school." One participant found herself in this "Catch 22" situation.

> they can't appoint me to a high school principalship because you have to be the principal of an elementary first. I can't go to an elementary . . . because if they move me out of high school they wouldn't have enough (women administrators) in high school.

The role played by the informal selection was an intangible and yet it was an element that was alluded to by the participants. "I suppose it is all an informal thing and if you get along with your area superintendent then that is wonderful and you get an appointment."

Other participants felt that the selection process was inadequate in that it attributed value to wrong things or perhaps was not sufficient to identify school leaders adequately. One individual who had served on the selection committee observed, " . . . you have different experiences and you get points for all of them. . . .but when you get so involved in the community, your job suffers. . . . It is a detriment to the way you are going to do your job."

A principal participant noted that,

> if we are to have true quality in the district . . . they should have an instrument in place that truly identifies who the leaders are and puts them in positions . . . There should be no "eeny-meeny, miney mo." One person was led to believe that was how the decision was made. If one person can't make a decision then bring in four or five others who can help make it when you are given a key position like that.

It appeared to all come down to a lack of knowledge of what the selection process is. One principal observed, "It is significant when we in leadership positions ourselves do not even really know what they are basing their selection on." There is also uncertainty as to whether administrative appointments are "administrative or political decisions" and what is

the role of the school board in this selection process.

Many concerns were expressed about various elements of the selection process. Many of these comments had a similar theme of not knowing exactly how the process operated and the role played by the sundry factors evaluated. Also suggestions were offered by experienced practitioners as to how the system might be improved.

The formal application procedures were presented from the perspective of the respondents and the surrounding informal expectations and the varying degrees of importance attributed to them were also examined. The factor of interpersonal support was seen to be of key importance in attaining a leadership role although some participants also saw negative aspects to this. Uncertainty and ambiguity characterized the opinions of respondents about the role of personal skills in gaining an administrative position while the factor of chance or luck was one that many participants had observed in their own careers. Lastly, in examining the selection process, many faults were observed, mainly focusing on lack of knowledge about the procedures followed.

The administrative selection process is the formal entrance to the administrative role. Once the key has been found and the door opened, the successful candidate begins, in earnest, the role socialization which will lead to thinking and acting and viewing oneself as an administrator.

The Informal Socialization Process

Even though teachers worked closely with administrators throughout their teaching careers the realization of how little one knew about what was involved in the administrative role came when seated in the assistant principal's chair. The neophyte must make the leap from classroom responsibility to more global school responsibility with all that entails. The following section will examine this very intense period of informal role socialization from the perspective of current female, school administrators.

What I needed to know as an administrator is the first topic covered followed by learning the administrative role. This section will also examine the assistance received in learning the administrative role and how the sources of help were identified. The discussion of the initial few months in the administrative role concludes with the topics of critical times for assistance, role of self help and appearing successful in role learning.

What I Needed to Know as an Administrator

"Just about everything" was one assistant principal's response to the query of what needed to be learned in the initial administrative position. However, when examining the comments made by participants "everything" could be categorized under various topics. The key areas mentioned were leader behavior, curriculum expertise, public relations skills, skills in visioning, planning and managing change and areas of personal development.

Leadership behavior was a far reaching theme and the one most frequently mentioned by these female administrators. The variety of "people centred" concerns ranged from "being boss", and "formulating strategies for negotiating", to "working with the different leadership styles of colleagues."

Getting various members of a school staff to work together as a team also comprised a great number of initial concerns for these women .

> . . . If you can get the staff to work together to develop the overall philosophy of the school. I don't mean laying on yours . . . the tricky part of the job is trying to bring out what other people believe and have it balance with yours so that you come out with something that the staff likes and that you like and everybody is comfortable with.

This same administrator perceived another area of necessary learning. "Decision making is another . . . how you get people involved in the decision making process so everyone isn't going off in their own directions."

Knowing well the strengths of individuals on staff and being able to capitalize on these was identified by another female principal as a key area in the leadership socialization. ". . . finding out . . . who has informal power . . . who the real power brokers are and

getting them to buy into the vision. . . . Those sorts of leadership skills that are not taught anywhere."

Working with people--in particular, school staff members--was viewed as a major component of the administrator's role. The skills viewed as necessary to be effective in this role were "communicating to teachers that they are doing a great job," "empowering and encouraging others" and "always being visible and available to staff and students."

Two of the most difficult areas to handle from the experiences of these administrative participants were ones not readily resolved even after much experience. They were managing conflict and dealing with the teacher in crisis. As one principal explained from experience,

> One of the hardest things for me to deal with is any kind of confrontation in the school that I am now responsible for. As a teacher, I really didn't have to be concerned about it. I could disapprove of it and be upset about it but I wasn't dealing with it. As an administrator . . . now I have to deal with another professional who might be having some difficulty and I have to be able to work with that professional to resolve the problem and lead that person along. . . .

The "key to being a good administrator is largely interpersonal skills" summed up one participant, and this meant "being a people person" with all the qualities needed such as "good listening, being considerate, being vulnerable and non judgemental, and being congruent." These skills tended to show up strongly in the helping professions such as teaching and most administrative participants found these "people skills" did not present a barrier. Yet for some, in the stresses of the new administrative role, these were not always immediately evident and at the finger-tips. "It was a struggle to find them in the unconscious . . . and actualize them on a day-to-day basis."

The people skills were many and varied and the degree of need also differed with the different participants.

Another need perceived by these administrative respondents as they moved into the role was how to "focus on vision" and plan for that vision to become a reality. This

involved such aspects as "working out of personal philosophy of education", "setting up the philosophy of the school" and "sitting down and thinking of where the school was going." This was an unconscious experiential growth process over time for one respondent.

> When I first applied for a vice principal . . . I didn't have a clue what my philosophy of education was. So I went to all these university books and pulled together all these really good ideas that belonged to somebody else and wrote them up as my philosophy of education. When I applied for the principalship only two years later, I had no difficulty writing up my own philosophy of education . . . there must have been some growth taking place in that vice principalship even though I wasn't getting to do all the things I wanted.

Although the role of visioning might be more specifically designated to the principal, one assistant principal commented, "I think if you are going to implement it then you still have to be involved in it in some way."

It is frequently assumed that administrators feel comfortable with the change process both in terms of introducing major policy or program changes into the school environment or in changing the behaviors of individuals at the school level. This was not the case with a number of participants. "I don't think you were ever taught how to be an agent of change when you learned to be a teacher. . . . As an administrator often you are trying to change the way people are doing things or the way they think of things or change procedures around the school."

Another assistant principal concurred, "I learned very quickly that you implement change and manipulate behavior to get things done." She continued, "This means being committed and finding key people to help you and making sure the objectives are known by all involved."

As schools are seen as major agents of change in society, this need was one that must be addressed in the role socialization of new administrators according to the perceptions of the respondents.

Public relations skills were seen as another new area needing development when one

assumed the administrative role. The female administrative respondents indicated such skills as "learning to speak in public" or "dealing with confrontational parents" were skills not needed as teachers but definitely a necessity as an administrator. "Having to deal with the public at large, the parent body, the student body and all of the staff together and reconciling all their different needs and balancing those" was how one principal characterized the public relations aspect of the position.

Another administrator had concerns about dealing with parents when "legal issues such as custody are in dispute." Even though these issues are dealt with in formal policies they were frequent sources of tension for new administrators. The cases where public relations skills were called into play were many and varied. These presented new administrators with key areas to be aware of as they moved to a comfort level in the new role.

Many of the perceived needs of the female respondents as they entered the administrative role were in the area of "people" or interpersonal skills and this was not surprising given the nature of the work. However, needs were also felt in the areas of curriculum background and managerial tasks. If the respondents saw their role as one of educational leadership and assistance to teachers, they were concerned that they should be fully aware of the curricular expectations at each grade level. This was particularly so for elementary respondents.

> . . . it is utmost to know the curriculum all the way across. . . . In order to help the teachers, to facilitate anything you have to have some knowledge of what you are looking for. . . . If you are helping the principal in the evaluation and you have no idea of what is going on . . . it makes your job that much more difficult.

It appeared from the responses of the participants that this curriculum concern was not evident at the secondary level.

The managerial tasks of administration that were perceived needs of the respondents involved a great number of tasks.

(a) Ordering of school, teacher and office supplies.
(b) Administering of all standardized tests.
(c) Scheduling and organizing of curricular and extracurricular activities such as religious celebrations and intramural sports.
(d) Knowing the operation of the physical school plant.
(e) Organizing supervision schedules.
(f) Running efficient and effective staff meetings and participating in beneficial Parent Advisory meetings.
(g) Accomplishing effective time management.

One administrator felt that the tasks in themselves were not so difficult but the requirements of dealing with a large bureaucratic organization were time consuming.

> . . . in the vice principal's job there is so much bureaucracy that you deal with, . . . the forms, the ordering process, the "who" to talk to . . . the things that I found most difficult were not just the paper pushing but knowing the informal system. Who do you talk to if you need something? . . . Who do I ask the question of? I wasted a lot of time this year phoning to find out who I talk to.

Budgeting is one area that was a major concern to many respondents particularly the assistant principals who felt they needed experience in this phase of management. One participant recalled that when she received the principalship, the situation was crucial. "I certainly didn't know how to operate a budget. . . . I didn't even know what the printout (statement) looked like, so I had to learn that from somebody else."

An assistant principal remembered the uncomfortable position of being faced with the task of budget preparation in her first year without any training. She recalled thinking, "Oh gosh, what do I do" and scrambling around as no guidance was provided in that assignment. Other assistant principals indicated a similar need to know "the way money is accessed, spent and kept track of."

The good management of a school involved providing an ordered learning environment for students. This means the setting of expectations for student behavior and dealing with serious misbehavior problems. For those respondents who had moved into administration from within the school environment, this was not a daunting task. For those who had been in staff positions as consultants or facilitators, the need to relearn "the day-to-day student behaviors" and the "strategies to deal with them" merely added to the already

full menu of socialization needed as a new administrator.

Throughout the learning of all these role expectations and behaviors during their initial administrative experiences, the respondents also had to handle their own personal reactions to the various situations. In some cases that meant accepting wider accountability and responsibility, negative or positive, that resulted when the domain of influence became the entire school rather than the classroom. In other examples that personal development aspect meant "learning quickly when to apologize and say, Okay, I was wrong" or learning "how to balance the creative doing of the tasks with the delegating that is part of administration."

Principals also mentioned the need to know how to handle their own personal reactions to unpleasant administrative tasks. "What I want to know is how to speak to someone because they have messed up and not have my stomach go into knots . . . it is always difficult."

One experienced administrator had found an effective way to cope with that strain. "I realized you have to deal with things; otherwise you carry them around with you and the stress stays with you."

There were wide ranging needs perceived on the part of the administrative respondents and most of them were in the realm of leader behaviors and interpersonal skills. These were the crucial areas during the introductory experiences to the administrative role.

Learning the Administrative Role

How individuals learn roles varies greatly according to the sources of learning accessible to the recipients and their particular learning styles. This wide variety was most evident from the experiences of these female administrators and ranged from learning through "observation, discussion, evaluation and questioning" to "learning experientially through individual efforts on the job."

Learning through interacting with other individuals encompassed discussion,

questioning and growth through evaluation. Discussion that resulted in role learning arose in many different situations such as casual conversations with personal friends in the education business. ". . . in relating things that have happened and how they have dealt with them. You listen and think that could happen to me in the same situation."

The social situation also provided another respondent with learning opportunities. "In a social setting when you know other administrators you bounce ideas off them or ask them about how they handle things . . . that's how you learn."

An assistant principal searched out informal occasions where she could broaden her background about school management. "Over the years I have often, in informal situations, leapt at the chance to discuss how things are done with people from other schools such as attendance policy or how the timetable is organized."

Identifying effective people with particular expertise was the intent of a new principal, "to talk about leadership . . . and how to communicate, how to deal with people, how to work with this situation."

Other administrators indicated that they were aggressive in seeking information. "I would use colleagues I knew . . . I would phone them up or I would say, 'Listen I need some advice. I am supposed to do this but I don't know how . . . can you help me out or can you show me what you do.' "

"Dialoguing with fellow administrative team members" with a focus on problem solving accomplished the dual purpose of learning the role expectations and resolving concerns. In some cases this learning was in the form of advice seeking such as "in this situation can you give me some input . . . where would you go with it" to "bouncing ideas off each other" or "discussing fully a topic with many different scenarios."

Other assistant principals mentioned the value of "an informal situation where you admire someone and you might set up a hypothetical situation to get their opinion of it."

Asking questions of others was another valuable means of role socialization. This was

the mode of learning for one respondent. "I was never afraid to ask lots of questions from many people and made myself very vulnerable." As a member of a leadership team an assistant principal agreed that questioning was vital in the learning process, ". . . we questioned each other all the time on what we felt and what we thought and how we would approach things . . . I wanted to learn so I asked the questions."

Sometimes to solicit a variety of opinions "the same question was asked of different people" to build up a repertoire of appropriate behaviors while other administrators found it effective to "zero in" on one person for a period of time.

There was also some uncertainty, when an administrator was not yet completely socialized into the role, about "what it was acceptable to ask?" This was the experience of one neophyte principal. "If I ask, am I showing a weakness or an inability . . . or if I don't ask is it showing the same thing. I have been very conscious of that and try not to look inadequate or unable to make decisions."

These female leaders also saw the exchange surrounding the administrative evaluation process as a further opportunity for growth. One administrator reported her experiences with the year end evaluation "[which] was not all positive but growth oriented. I appreciated that . . . the feedback from the staff was very valuable and the entire process ...was reinforcing."

Even the less formal evaluation of assistant principals was a learning situation for one respondent as "we talked about what things I had done and how I did them with suggestions as to different ways they might have been accomplished." Learning through interaction with others played a significant part in the role socialization of these female administrators.

Learning by observation of others who were in the administrative position was a key means by which these women leaders were socialized into the role. Even as a teacher one respondent took notice of administrative behavior. "I watched how these people worked

and as I observed them I picked up tips or ideas and tried to incorporate them into my own style if I felt they were good."

Another leader went further in this process. "I observe also to see whether that person's techniques match my style and my personality."

This observation was not limited to people in school administrative positions but included successful leaders from all areas.

> I have always observed leaders, not only leaders in the school system but good teachers that I have known in my own life and there are leaders in the community that I thought were successful . . . . I've been on Parent Advisory Committees, not always in a leadership role but I observed what kind of a leader I thought was elected.

Watching the impact of leader styles on others was perceived to be useful by one participant. "I watch people's reactions and listen to them. Having peripheral vision and hearing, you can learn much about what to do or not to do."

Related to the idea of observation is that of role modelling or borrowing the strengths of others. This helped one assistant principal to become more comfortable in the role. "I sometimes see how he has dealt with certain situations and then I tend to use the same techniques or strategies. . . . "

Experiential learning often figured in the socialization of these female administrators. Terms such as "trial and error", "the discovery method" or "trial by fire" characterized the discussion of this type of learning.

> In my past appointment the principal had no idea how to order textbooks or supplies and didn't want to know. That was the vice principal's job and I was totally on my own. I made the decisions and if I made a mistake, I had to live with it.

Another administrator appreciated the freedom to work through a task "maybe with your handbook beside you so that you know what the next step is" because experience was an excellent teacher. She continued, "My principal is not there at my elbow every minute to see whether or not I am doing it the way he would." Further this individual went on, "He is usually willing to let me suggest ideas and go with what happens. I have to sell my ideas

to the staff on their own merit without his overt support. Only when the ball is rolling, then he is supportive."

While the experience to work independently was appreciated by some, it was not by all the respondents. "I think it was difficult for me because often I was given the job and had to use my own where-with-all to try and figure out how to do it."

Success in learning "the ropes of administration" efficiently was also seen as a factor of length of time in the school system and the variety of positions held. This was the case with one respondent. "I was almost a grandma when I started as an administrator and I have taught since I was 18 and have been in 11 different schools in the system. I have had a lot of background."

Another principal, in examining her "on-the-job training", offered the following comments. "It was mostly by doing, by falling and standing and succeeding and all of those things happening to me and because I would reflect and think about them . . . to see what worked and what didn't work."

It was very much a combination of experiencing the role tasks and reflecting on this process that enabled the respondents to be socialized fully in the leadership position.

Another means used to determine the scope of the role and the great variety of tasks was through professional reading. One participant's motivation mirrored that of the others. "I felt I had to do a lot of reading to keep up with the changes and not be totally frustrated." Reading was also the mode used by one principal to discover useful strategies. "I might read a very interesting article on getting staff to make a decision and I will use the process. . . . I refine it the way I want and use it." Reading also eased these administrators into their leadership roles.

These female participants also mentioned that their academic studies as well as their participation in inservices, meetings and conferences assisted in the role socialization process. For one assistant principal administrative topics and questions were dealt with on

a regular basis. "In the ATA I've been on the Professional Development Committee for a long time. You have the issues in front of you all the time."

When asked to characterize their initial experiences in role learning the word "alone" came to the fore. Most of the participants saw this process as self-initiated and self-directed. "Mainly on my own" were one administrator's words, while another voiced, "No one ever taught me or showed me how to do anything." "Independent" and "self study" were other terms used to describe their experiences. Understanding that this independent, experiential learning was probably the best alternative, one administrator used the following analogy. "Do you learn the role of a mother?. . . Really it is on the job learning I guess."

Discussion of learning the administrative role brought forth a myriad of means to access and acquire the needed ways of thinking and acting as respondents moved into leadership positions. The vast majority of these means were informal and the neophyte had to be active in searching out the necessary learning. In many cases this was accomplished without the requisite organizational road map to explain where this learning could most easily be found.

Assistance in Learning the Administrative Role

This section looks at "who" assisted in the role socialization of the participant administrators. In examining the various remarks of these female leaders, the roles that emerged as being most influential in the socialization process were principals, peers, district personnel and family. Other individuals such as friends and support staff played a lesser role.

The principal was viewed as the key individual in the role socialization of these female administrators as they entered the leadership position. The principal worked with these neophyte leaders on a day-to-day basis to assure the transition from teacher to administrator was smooth and mutually rewarding. As one female leader summed up, "The first

principal I worked with had a lot to do with the kind of administrator I am."

This was supported by the experiences of another participant. "I have probably been influenced by nearly everyone I've worked with but probably the first principal the most."

The team approach to administration tended to characterize the positive experiences of these female respondents. "We ran the school together as co-administrators, " one respondent recalled. The early experiences of another respondent were similar. "It was always 'we share the job and you do this and I'll do that ' and then we got together to talk about it."

In another case particular care was taken to involve the new administrator in decisions as a part of further administrative development.

> I was really involved in all decisions about the school. He made a conscious effort, especially at the beginning, to show me how he did things. . . . I don't think it was because he necessarily saw something lacking but he perhaps saw this as developing a potential principal.

A very important factor underlying these strong initial learning relationships for one individual was that both individuals shared similar philosophical views about administration. "I learned an awful lot in terms of the principalship from one principal I worked with as an assistant . . . because we got along so well and were on the same philosophical wave length." Another respondent supported the importance of shared values.

> The principal represented for me some very strong, positive things . . . because he "fit" what I believed in. . . . His strengths showed me what could happen when an administrator really believes in children, and how it can change the environment in a school when an administrator believes in staff development and professional conduct.

Whether or not the initial learning experiences were positive and assisted in the role socialization depended very much on the relationship with the principal in that situation. As one female principal summed up "if you are lucky enough to be with strong leaders who have a compatible style, then you learn from them."

Although peers did not play as major a part in the role socialization of the female respondents, there were examples brought forward. Two of the female principals noted the role played by their assistants in helping them to work through new situations and reach administrative decisions. "I feel very comfortable discussing things with him and he will give his input."

In another example of a large school the role incumbent frequently worked closely with a new appointee to introduce her to the expectations that accompany the role. At the secondary level with very specialized tasks, one respondent solicited advice from fellow administrators in other schools who performed similar tasks.

Principals frequently looked to other principals as sources of new ideas and assistance in the day-to-day school management. Often these exchanges occurred in informal situations, ". . . in terms of getting together and discussing things . . . you are hearing and learning a lot about what goes on in other schools."

The same administrator felt when initially in the role that this support and learning environment was not there. "I didn't feel I was getting any help from peers. I may have been but I was not receptive to that. I wasn't feeling confident in the role . . . and wasn't willing to share."

Another neophyte principal had a very positive initial experience as she depended on her fellow principals to give her the "straight goods." "I know I can phone and ask a question that's off the record . . . and they will suggest ways that I might handle the situation."

District level personnel also played a part in the role socialization, particularly of principals who have no one on site to look to for guidance and assistance in this learning. One principal used the term "very supportive" when discussing the part played by a district supervisor in assisting her through a personal career crisis.

In another case a principal worked closely with an area superintendent on a particular

task over an extended period of time. The ways in which this female leader felt she benefitted from this association were many.

> He helped me with decision making, listened to my concerns and doubts, gave me support and encouragement when I presented new ideas. When I would ask questions about staffing or programming he took the time to lead me along. I felt he was a friend. . . . He made me feel confidence in myself and drew out my decisions. He became a mentor for me.

This principal could definitely see the impact this district administrator had on her transition into the role of a leader.

In another example, the district supervisor was unable to support the role socialization of a new principal because "he was new in the role himself," leaving the neophyte principal to go it alone in terms of role learning.

The families of the respondents were involved in the transition to a leadership role particularly if the family members were involved in education. As one assistant principal noted, "I wouldn't have come as far or as fast if I didn't have some very good coaches . . . one was my own husband."

Another administrator had similar support: ". . . help came from my husband who is a teacher and gave me a lot of insight into how teachers perceive administrators."

When both partners were administrators the opportunities for sharing were enhanced. "We are both in very similar roles. . . . We often discuss things at home. . . . I think I have learned a lot from him."

In another case the father of the respondent was a retired administrator who provided a sounding board for the female participant. "I could deal with problems I was having and know that it would never go past there. [He was particularly valuable] because he knew the system, he knew the politics and he knew the people."

Other individuals identified as helping in this role learning and socialization were school support staff, district consultants and personal friends. This assistance came from an unexpected source according to one participant.

> . . . it's the secretary who generally does whatever training goes on . . . the filing system, the forms, the informal structure of the school . . . who you go to for what . . . what this person is likely to say if you call them.

Administrative participants who defined their role in terms of curriculum leadership found the subject area consultants to be of great assistance. For some respondents, non-school personnel provided support in the role socialization as was the experience of one principal. "I know a lot of very strong women who I value in terms of how they approach job, life. . . . They provide a great deal of support so I see them as being very strong in terms of assistance."

Another administrator also mentioned that she actively sought assistanee from a variety of individuals outside the school situation. "I looked to people outside the district in leadership capacities and shared a lot of concerns, problems, doubts and asked for input."

The sources of assistance in role socialization were many and varied. It was also noted that the individuals who initially encouraged the respondents to apply for a leadership position carried through that support to be the "first teachers" of these newly appointed administrators. Two key roles of the principal were also observed: searching out and encouraging those who showed potential and working closely with the new leaders in their role socialization and transition.

Identifying Others for Help

Identifying potential sources of assistance and asking others for help in role learning were necessary components to the socialization process. How these sources of help were identified and how the necessary conditions for a helping relationship were established will be explored from the experiences of these selected female school administrators.

"Active" rather than "passive" seeking of information and knowledgeable individuals characterized the early learning experiences of these women. A number felt the onus was on them to actively pursue this socialization. "The initiative had to be on the part of the learner" one participant stated. "It's up to the individual person to seek out that help."

Another administrator added, "If individuals are looking for this kind of help they should identify themselves to the principal as well as searching out peer ideas."

In the discussion of their socialization these female administrators used phrases like, "I approached him directly" or "I am very straight forward and would walk in and ask" indicating further that they saw it to be their responsibility to ask for the needed information.

Circumstances brought together the new administrator and the more experienced teacher in the experiences of a few participants. In one case it was a particular long term task, "that of opening a new school" that brought the individuals together in a learning relationship. In another case, it was a previous consultancy role that allowed the new principal "to meet many administrators and see how they operated their schools" and after this initial contact "I felt comfortable talking and asking advice." However, not all of the participants had such circumstances that allowed them to identify and to work closely with those who could assist in their socialization.

The process used by most to focus on sources of assistance was to identify individuals for their expertise in certain areas. This was the experience of one individual. ". . . I sought them out. Just by my perception of them being successful, my perception of them being the kind of leader that I would have respected."

Another principal added, "I made judgements about them. They are successful administrators." Other participants talked about "identifying people for their particular strengths" and "judging suitability of helpers after working with them."

For another respondent who was seeking detailed assistance with a particular administrative task, "some people were recommended to me." Mutual identification characterized another assistant principal's search for help as ". . . the principal wanted me to come and I wanted to come and work with her. Things worked out very well."

Rapport for learning was a prime consideration when approaching others to assist with

role socialization. The "chemistry" and "the need to feel comfortable with that individual" were judged to be important as was the perception of "openness" of the person. Different queries went to different people depending on the comfort level in one administrator's situation. "If I consider it to be quite personal then I would want to have some kind of a relationship. . . . I think there are different levels of requiring information or support."

Another participant expressed it this way.

> If I need a manager type answer to something I might call downtown or there are a few principals who are good at that sort of thing. . . . with questions that are more to do with people, human relations, there is a totally different set of people I deal with and part of it is style.

This same individual was also aware of how others might perceive questioning. She continued.

> [I ask people] who I feel will look upon my asking the questions as a strength rather than a weakness and who will give me dvice without strings attached . . . they will leave me free to make my decision . . . the few people that I ask for human relations type of advice, I feel they have respect for me, and as an administrator they feel I am doing a good job and the advice they give me is not condescending.

Effective role socialization necessitated identifying and building a rapport with those individuals who, similar to the role of the master teacher in instructing teachers, perform the role of master administrator by easing neophyte administrators into the leadership role.

Appearing Successful in Role Learning

As a leader it was important to appear successful and "in control" even though the self assurance might not be felt in the early stages of role learning. One principal new to the job felt this was a key factor. "I think it is important that the staff have some confidence that you are capable of making decisions and sticking to them."

Another principal compared it to a teacher in a classroom. "If you went into a staff and didn't have a degree of confidence . . . if you didn't have a take charge kind of attitude in order for them to allow you to take charge. . . . It is like a teacher in a classroom." This appearance of success must be visible to both "staff and superordinates."

This need to appear successful continued long after the role learning was over as the investment became greater and the risk of showing weakness more dangerous. "We have not built into our meetings an openness to be vulnerable--to grow. People are afraid to say, 'I am having problems. Other people might think I am not capable.' We protect our positions."

The need to appear in control and fully knowledgeable about the role and not experiencing struggle or doubt were facets with which new administrators must contend.

Self Help

The ease of transition into the administrative role depended upon the availability and accessibility of assistance. Depending on others was judged important but self help by way of creating opportunities and knowing and using the politics of the system was also seen as a major component.

Making opportunities and creating visibility was suggested by one principal as a means of self help. "I get involved on a provincial level in organizations --W. C. E. A. C., G. E. T. C. A., make presentations at conferences, network, and write articles to be more visible."

Knowing and using the politics of the system was seen to be beneficial, particularly to women, by a participant administrator.

> I think women have to be more political. We have to know how the system works. Being uninformed will get us nowhere. . . . Women are not supposed to be political. I learned very quickly when I got into the role. . . . I am assertive when I want something. . . . I usually went to the top . . . more out of necessity. . . . I am not that political . . . but getting more political as time goes on.

One administrator used personal qualities to create opportunities.

> I see it as game playing and that type of thing and when it's a man's world and you are a female in it, you can work that to your advantage or your disadvantage. I am not above flirting or using feminine wiles to do that. . . . I believe that is reality and I can't get into the Boys' Club so I'll use what I can.

The experiences of some of the respondents indicated that only a limited number of

women were aware of ways to create their own opportunities for role socialization and career advancement.

Critical Times for Assistance in Role Socialization

The most strongly identified critical time of need for assistance was "when new to the administrative position." Others also discussed were times of potential crisis situations in regard to school management, and times of personal career changes.

When new to the role and expected by teachers and students to act according to certain expectations was a very stressful time for the women participants. One administrator's initial experiences reflected this. "When first appointed an administrator you arrive in a school and it's the start of a new year and all sorts of different things are happening and you are suddenly expected to be an administrator."

For one principal the situation was compounded because she was a women. "When I became a principal there was nothing. You were in the school and you didn't have a support system and there weren't that many women."

In remembering her first year in the principal's role, one female leader commented, "It was one of the worst years I've ever lived through."

The situation was further complicated for one respondent who was assigned a temporary acting position without any formal preparation or even the psychological readiness. This respondent found it " very difficult" in terms of replacing an administrator she didn't know for an undetermined length of time. "I felt I had to make decisions based on what I felt he would do without really knowing him." It was quickly discovered that there was no mechanism for assistance in this situation. "There is no set up that I can discover for getting help, other than just personal contacts that you may or may not have." Thus, moving into a new administrative position was seen as a particularly critical time for assistance.

Potential crisis situations with parents, students or teachers were judged to be other

critical times when input on how to handle people or problems was needed and appreciated. Teacher evaluation was seen as one source of tension for the administrative respondents as was "dealing with difficult staff members." Dealing with "students in crisis" when no professional help is available was also identified as a time when guidance and direction was needed. Dealing with student behavior, particularly in more serious situations, was stressful to a new administrator who did not always have a repertoire of strategies to call on. Meetings with "upset or hostile" parents could also be a potentially difficult situation needing the expertise of experience.

One administrator termed these potential crisis situations a "baptism by fire" into the administrative role. In these types of critical times it was important to have the support and background information of an experienced administrator but it was nonetheless necessary for the neophyte administrator to face these situations and develop her own style for dealing with them.

Times of career moves, be they promotions or lateral moves, were also identified by participants as occasions when advice was sought. "When I applied for administration" was one participant's response "to know what to expect as a VP."

One administrator related another critical time in her career. "The move from a little tiny school to a brand new school that was opening up . . . that was a critical time in terms of needing direction. . . . I didn't know if I could handle that plus the move from an elementary to an elementary-junior high."

At the offer of a transfer another leader recalled asking herself, "Now is that the right move?" She went on, "I sought a lot of advice at that time. I wasn't sure what I should do."

While some respondents could not identify any critical periods in their career, others mentioned decision points such as "when taking on a new venture" or "when you're not sure of situations" or "you don't have the power to make the decisions so you have to

convince somebody else." Another female administrator saw "times of frustration" as critical situations. ". . . not always that you need somebody to tell you how to handle a situation, just someone to help you vent your emotions so then you can handle it."

Critical times or "the teachable moments" for administrative behaviors when needs were immediate and the new leaders most receptive to help were in the initial move into the leadership role, in situations of potential difficulties with colleagues or clients and in times of frustration or career moves.

District Attempts at Administrative Training

The school district also assumed responsibility for formally socializing administrators in their new leadership role. This administrative training was a recent addition falling under the umbrella of district staff development and was not yet a comprehensive program. Whether or not the various respondents participated in an administrative development program was a factor of when they assumed the role. Thus the range of training and the perceptions of it vary greatly.

This section has four major components and begins with views of present and past district training programs. The importance of time in role learning is the next topic covered followed by the examination of the position of assistant principal. The last topic covered is the need for alternate methods of socialization.

All of the above topics are discussed from the viewpoint of the female administrative participants.

Views of District Training Programs

District level training for new administrators was not experienced by all of the study participants as it is a fairly recent program Comments such as, "I never took any course, nobody ever instructed me" were frequent among experienced administrators. When mention was made of present inservice programs for new assistant principals, one respondent offered, "They should have it [inservicing] for the old ones, too."

The district preparation programs experienced by the newer appointees consisted of one or two day inservices as a new administrator. The experiences of one new principal supported this. "We had one day last year and I did half of it. This year there were two. It is not a strategically planned event." The effectiveness of such limited programs was questioned with comments such as, "in a half day you don't learn much."

One new administrator felt these meetings were more like "pep rallies" than information sessions. "If they are expecting people to really remember a whole lot of the detail, they are missing the boat, but if they are giving you what you need and encouraging you . . . to go back and sort it out experientially. . . " This assistant principal went on.

> I see those kinds of inservices as pep rallies where they give you encouragement and you get a chance to talk to other people. . . . But when they give me a whole bunch of material, I remember very little of it when I go away. It's a good thing there's a handout and you can go over it afterwards.

The content of the district programs was also a concern to one principal. "We are given an inservice on managerial things but nobody gives you an inservice on leadership. . . . If it is not given in an open way then you assume you have to ask about it in an informal or underground way."

Times were also recalled when "first year administrators were encouraged to request going to spend a day with an experienced principal in another school" but as the respondent continued, "the year I came it was 'you can do it if you want to' but money was tighter."

One respondent perceived the complexities in attempting to organize a comprehensive program for such a diverse group.

> It must be a very difficult job to try to set up inservices for new administrators . . . because everybody at different times has such different needs that you either can't get enough depth in what you want or they are covering something you really don't need.

A second respondent saw another weakness in the current program. "They grouped principals and assistant principals together which really bothered me because I felt the roles were quite different and we had different needs."

The assumptions of the district offices were questioned in regard to the need for and provision of administrative training. An observation was made by one experienced female assistant principal.

> I have the feeling that downtown thought all they had to do to make an administrator was phone you and say you have been assigned to a school and suddenly you are an administrator. . . . It is not required that you have taken administration courses . . ., that you have the knowledge when you are appointed.

The need for any type of training be it formal or informal became urgent when individuals were in the new role. "You are just there and you had better learn it fast."

One principal assumed that district office saw administrative socialization "like a process of osmosis" to be soaked up like a sponge because "at that time [when appointed] I wasn't even encouraged to take part in professional development activities as a leader in the district."

One reason put forward for the scantiness of formal district socialization was a strong perception of district awareness and dependence on the informal socialization in the schools. Comments such as "I think they count on it" and "in a lot of cases it's taken for granted . . . they know it's there and they count on it for training because most of them have come up through the same system" indicated that respondents thought the district depended heavily on the informal process for administrative socialization. The perceived success of the informal process was supported by one administrator with the comment, "we have got some really good principals out there and they must be learning somehow."

The lack of a formal administrative training program was pointed out by a participant who felt district office "must assume that it's happening informally . . . because it doesn't make many formal provisions for teaching administrative roles."

While the majority of respondents felt the district knew about and depended on the informal process, this feeling was not universal. Lack of district awareness of the network of informal training was perceived by one administrator who felt a formal district program

should have much more prominence. "I don't think the system truly appreciates how much it does go on . . . and I think it is a mistake if they are trying to train administrators, to leave the training to be so totally informal."

Although the district was seen to be aware, for the most part, of this informal socialization, there was uncertainty as to whether or not the process was supported. One administrator identified a key component of informal socialization that was certainly not available. " I am not sure, without providing more time . . . it can be supported."

Another participant thought that district awareness and support were there but there were perceived gaps in the informal process. She indicated . . . "they certainly support that but they still feel they needed to do things on a formal basis."

Another reason for the lack of a strong formal program to introduce administrators to the role expectations was seen to be the history of the district. When the district was smaller and had a large number of religious personnel, very informal methods were judged successful. Today in a larger district with secular personnel this informal socialization was no longer deemed sufficient.

> When the district decision makers were in the administrative position, it was a small system and everyone knew each other and the men who became assistant principals to the nuns had a long time to grow into their position . . . they simply grew up with the system.

It was felt that at the district level much more could be done to support and facilitate the formal socialization of administrators at all stages of development. Comments such as "more professional development for new administrators" were frequently heard. One participant specified the means and content of such development

> . . . networking, mini conferences, study sessions, weekend retreats to discuss issues. Also the integrative aspects of how we deal with our own feelings of inadequacy and failure as well as how to deal with non support. This type of training must be encouraged and supported, especially for new administrators.

Other districts do provide very comprehensive leadership development programs. One respondent, aware of the programs available in other districts, used the term, "envious of

their opportunities" to describe her feelings.

While many respondents felt it was the district responsibility to provide these development programs, others felt that some of the onus must be borne by the individuals and local school personnel, especially where costs are involved.

> A lot of people don't realize that time is money if you have a substitute in or take a day off. . . . I think a lot of that support [in terms of reorganizing to free people or hiring substitutes for professional development] has to come from the school level as opposed to higher up. Time is money to the system.

In the experiences of the participants, district efforts at training and socialization of new administrators were seen as limited at best. Many experienced administrators had no formal initial training at all. Reasons to explain this void were varied from district dependence on the informal system to the history of training administrators in the district. Another uncertainty arose as to exactly where the major financial responsibility for administrative socialization should lie.

The Importance of Time in Role Learning

Time was a factor constantly mentioned by the administrative participants -- time to learn, time to reflect, time to meet with colleagues and even time to try new ideas and perform administrative tasks. Adequate time was seen as an essential contributor to adequate role socialization.

One principal credited her first experience in a small school and the time it provided with her present sense of vision.

> It was the time. I had time to reflect. That was the key, that was better than any university course I could have taken. I had time to bring in a lot of new programs. . . . I was able to see the impact that certain decisions made on these children and it was that time for reflection that really gave me my vision and my direction as a leader. . . it brought together my value base.

Sharing with other administrators was viewed as a key component in learning. The time for colleagues to meet together to share and discuss issues was also a concern.

> There are not enough times that we can actively seek each other out . . . when I look at opportunities for administrators to get together, there are not that many . . . even

the opportunity to get out of your own school and find out new ideas.

In small schools this was seen to be a particular difficulty because the principal and assistant principal were never free at the same time due to shared teaching responsibilities. How the role socialization and the questioning and probing for learning were to go on in such circumstances remained a mystery to respondents when there was insufficient time to even perform assigned administrative tasks. The respondents felt that if time was available their socialization would have been a much more complete and rewarding experience.

The Assistant Principal -- Principal-in-Training?

The assistant principalship was frequently viewed as a training ground for the principalship. However, with the lack of a mutually agreeable role description and its acceptance by all administrators, the assistant principalship ended up being a "hit and miss" proposition. Many respondents referred to this position as "no man's land" with much role ambiguity and lack of clear direction. The opportunity to train for a principalship depended on the "luck of the draw." "If your principal happens to feel a part of his role is to train you, you get trained; if he doesn't, you don't and that's the way it is," was the view of one administrator.

The assistant principalship was not a comfortable position for a number of the respondents. This was due to lack of an identity and clear role definition, the loneliness of the position, the lack of access to district communication and frequent conflict between the principal and the assistant principal.

In the absence of a clear role, the incumbent often felt like a pseudo administrator with the title but nothing meaningful to do and frequently went searching out jobs that could provide role justification. "I felt I had a name-only job," one assistant principal remarked about her first position." I wasn't doing what I really thought I could do. I think the principal felt he had to give me a role so he said I should be in charge of kindergarten."

When one respondent, as a new appointee, commented to district personnel that the

assistant principal in one school really didn't have a role, she was told, "The role is what you make it." Teachers often are also not sure of the role of the assistant principal because it varies greatly with the school. After requesting help from the assistant principal, one respondent reached the conclusion that assisting teachers was not part of the role. She recalled, "They were always removed from teacher needs."

This feeling of anomie, of not belonging to any group and have no specific role characterized the experiences of a number of respondents. "You are adrift, you are no longer seen as a teacher, and you are not by this system's standards an administrator, so who are you? Where do you belong?"

This feeling was reinforced by lack of participation in the mainstream of administrative communication. If the principal did not see leadership in terms of "the team approach," the assistant principal was in "communication limbo." This was the experience of a number of respondents. ". . . if there was any communication, anything to do with the function of the school, it comes to the principal. I only get what he decides to give me."

Another administrator went further to suggest that meetings for principals only widened that communication gap. "There are meetings for principals, but nothing of a similar sort for vice principals. You find out what happens at these meetings maybe . . . depending on your principal."

If the principal did not judge attendance at these meetings as important he was unable to share vital district communication with the assistant. "The principal hardly ever went to an administrator's meeting. He never told me about anything that went on. He just thought it didn't matter."

This feeling of role isolation was further compounded if there was little or no rapport between the two administrators in a school. In most schools the principal and the assistant principal found a common ground on which to work and the assistant principal could learn from these experiences. In other cases the two administrators had "very incompatible

styles and visions for their school" and this did not appear to be considered in placement at all. This was one administrator's experience as a vice principal.

> I had to sublimate my own vision. My vision was very, very different and I found that quite difficult. A lot of times I couldn't see why we were heading the way we were, yet when I attempted to discuss the difference in our visions I was quickly told that as a rookie I had no business questioning him and as a woman I had less.

Another respondent was definitely told what her place in the organization was when "I was called to the principal's office and told that he was the boss and made the major decisions." Statements such as this cannot help but create a chasm between the leaders in the school.

Sometimes when staff-principal relations were poor, the assistant principal became a "mediator or a bridge" which was a "very touchy position" and an untenable one. Numerous respondents spoke of "Catch 22" situations where they could not act as ombudsmen because they were part of the school and also subject to the line authority of the principal. These factors combined to make the role of assistant principal a very "lonely job" because as one administrator put it "you need someone you can be honest with and let you hair down" and "there is no formal organization of assistant principals in the district" to allow this.

Whether or not the assistant principalship became a training ground for future principals depended upon the types of experiences allowed to that role. If a full range of leadership, personnel as well as managerial issues were dealt with by the assistant principal then the socialization and learning would be advanced. As assistant principals, the experiences of the respondents ran the gamut from total sharing of the administrative role in team leadership to concentrating mostly on managerial tasks. One administrator experienced limited socialization in a managerial role. "I was basically the textbook coordinator. I was involved in some aspects of discipline which I had been as a teacher anyway and I really wasn't given a leadership role."

A second female participant observed that her experience in the role did not involve any personnel functions and few leadership tasks. "I don't do teacher evaluation or review report cards. I am not involved in staffing, programs or placement of support staff and students . . . . We do discuss issues such as discipline, teacher strengths and weaknesses and plans and problems of the school." This individual's assigned tasks were mainly managerial such as "library liaison, computer and audio visual coordinator, textbook coordinator." She was also very involved with the "supervision and coordination of major student functions such as Track and Field Day and religious celebrations."

Another respondent considered herself very fortunate to have had a much broader range of administrative experiences.

> I have seen some assistant principals who were given almost no responsibilities. I don't think they were in a learning situation. I taught in a school once where the assistant principal's job was to hand out the paper . . . . I have talked with other assistant principals about what my responsibilities are . . . and they were jealous because they figured I was really learning lots of things.

Other participants, when they were assistants, did consider they were socialized into the role of an administrator but there were still areas of their learning where they would have appreciated more experience such as "teacher evaluation." As one administrator looked back she observed this in her own development. "In dealing with staff problems he pretty well did everything in terms of positive or negative. If there was a problem, he dealt with it . . . although he always kept me cognizant of what was going on."

At the other end of the continuum some respondents were in situations of "team leadership" where there was total sharing of all aspects of administration. One principal felt her role was to develop future principals.

> I like the assistant principals to have the same authority and responsibility in the school as I have . . . this is one way that principals can encourage assistant principals to develop their skills. You don't go into a job where you haven't experienced any of it before.

Unfortunately, not all assistant principals find themselves in good learning situations

and the district must "lose some people who end up in situations where they don't grow." This same experienced administrator continued:

> I don't think the system plans on every assistant becoming a principal . . . that is a physical impossibility. They are probably happy that we are not all being trained to be principals because then we would all agitate to be principals. Instead we have a number of career assistants which is probably what they want.

The majority of the respondents saw that most experiences of an assistant principal are invaluable and they "would be reluctant for someone not to have had that experience and become a principal." However, not all participants judged their own experiences in the assistant role favourably and they saw definite gaps in this learning such as budgeting and personnel issues. If the principal did not assume the role of guide through this maze of learning and socialization then who would? It was felt that this learning had to emphasize the practical and that would be more likely to happen if it involved instructors from "the field." One administrator expressed the importance of this. "I don't think central office personnel can teach the school administrators their role. I don't think they know the role."

Most respondents did see the assistant principalship as a stepping stone to greater responsibility in school leadership. They saw the need for increasing levels of responsibility in all facets of administration, even though their own experiences in the assistant principalship had not always reflected this.

The Need for Alternate Methods for Socialization

As not all respondents judged their own socialization to be a smooth growth process due to circumstances, placements and the individuals they worked with, alternate socialization structures were suggested. A process of district wide, formalized "mentorship" was recommended by a number of respondents as a means to introduce new administrators to the complexity of the role. One administrator strongly felt this need for help in her first year. "I always think the first year is awful and I think that connection would ease it. "

The need for a formal structure at least initially was supported by another respondent.

> It has to be formally organized. I don't think it can be left to chance or to everybody's good will. . . . Even if it's simply to establish some type of mentorship that "here's a willing person you can call for advice . . . who had volunteered." Similar to the master teacher concept where you pair up someone new on staff with another who's more experienced. It would have made all the difference.

One experienced female administrator had the experience of serving as a mentor to others.

> Two or three principals tell me that I am their mentor and I find that humbling . . . but I also feel complimented by it and I am glad I can help them out. I've been in the role longer so I know they need that support and they trust me and ask for advice. I am happy to give it and support them.

This principal continued:

> I personally don't think they place enough importance on it because if they did they might consider setting it up, trying to encourage it and making opportunities for people to get together in small groups. I don't think they have really recognized the value of it, or if they have, they haven't promoted it or encouraged people to do it.

Alternate ways were needed to socialize new administrators into their leadership roles and provide a broader background, particularly when the formal leader had not done this. A one-on-one relationship with an experienced administrator who volunteered for the role would be one way to assure the role socialization experience was a complete and meaningful one.

Ongoing Leader Development

Leadership socialization is not a finite process as the administrative role is constantly evolving and participants are changing roles and responsibilities. Leader development is an ongoing process that keeps administrators aware of new ideas and innovations in the field of educational leadership. It also serves to challenge administrators to be involved and enthusiastic about their ever changing role. Some of the administrative participants spoke strongly of the need for a continuous growth and development process that did not end with the initial intense socialization of the first year.

This section will examine the perceived needs and opportunities for formal ongoing

leader development along with observed weaknesses in the present system and proposals to remedy them. Also found in this section is a discussion of continuous, informal support through individual or group processes for those in the administrative role.

Need for Formal Continuous Leader Development

One vehicle for ongoing administrative development identified by participants was the regular administrative meeting. These meetings, held monthly at a minimum, were attended primarily by principals although the door is open to all school administrators. It was the perception of a number of the female principals that in the present format they were "strictly business meetings," not professional development meetings. The topics were seen to be "boring, time consuming and irrelevant" and should be "dealt with in a memo." Two of the principals suggested the administrative development become the future focus of these meetings and they become an arena of "open sharing of concerns or strengths or anything unique that is going on." However, it was felt that this proposal would not meet with success because "change is threatening to some" and the "status quo" provided much security.

These meetings were also perceived by another experienced administrator to be very "artificial" where there was "little sharing of situations" common to many problems.

> Problems seldom get aired at the admin. meetings. People are reluctant . . . when you meet them in formal situations they would always give the impression that everything was wonderful, yet when talking privately, they were having the same problems.

She attributed this fact to the "grandstanding" of some upwardly mobile individuals. "Some people are climbing and really out to profile and say the right thing and be the most cooperative . . . a real Mary Poppins whether that's what the world is like or not."

Regardless of the vehicle, the need for ongoing administrative renewal was felt by experienced administrators. These participants made a number of suggestions to the district for the formalization of this administrative renewal. These included the encouragement and

financial support to attend conferences, the provision for interschool visits for administrators, and the arrangement of a variety of district development activities on a regular basis.

One administrator saw that an organized district program could provide impetus to weaker, less motivated leaders. "I often think when you get in the position of principal you are left on your own and if you don't have the initiative to go after it . . . that is why we have weak leaders in the end."

This leader was also critical of the lack of district involvement and investment in leadership programs. "They don't actively set out to develop leadership skills in their leaders. . . . It is a tremendous waste of ability. I don't think our district invests in its leaders."

The question then became one of -- Professional Development -- whose responsibility? Was it the responsibility of the individual or the district or a combination of both. In one administrator's view it has definitely been the former. "Most of the growth that takes place in our district as far as I am concerned is basically what you do with it yourself. . . . Some people don't grow."

Another principal's experiences support this.

> Any skills I have developed I have paid for on my own. I have invested in myself. The district has done some things . . . I don't think it is enough. . . . I began to realize that in order for me to stay personally motivated . . . to develop my skills, I needed to get involved in some type of professional growth.

It was suggested that there was much potential within the district for professional development through sharing but this vital resource of talented district personnel was not used. "Never a prophet in your own land" was the phrase used by one respondent as she described her experiences.

> I have done many presentations all over the province. I have been approached by other districts to do presentations on leadership for them but never by our own district . . . we are afraid of recognizing the strength of our own people. There are so many talented people out there with so much talent that we are not using, it's

incredible. The waste is phenomenal.

Cautious optimism for the future was felt in the area of administrative professional development with the creation of a staff development position and the plans for a permanent centre to determine and meet professional growth needs of principals. However, these were both still on the "drawing boards" and it remained to be seen if the ongoing development needs of administrators could be met effectively. The need for continuous professional development to challenge experienced administrators and renew the initial excitement was strongly perceived by the experienced participants in the study.

Ongoing Support in the Administrative Role

After the intense learning process of the first year in the new role was completed, a number of respondents maintained supportive relationships with those significant in this socialization. These were maintained through casual contacts and the participants indicated that they would have no hesitation about asking for further advice or assistance even though the situations had altered from those of teacher-student to peer relationships.

One principal used the term "psychological net" to indicate the feeling of security provided by knowing the support and assistance so vital in the initial socialization stages was still available. Even though not in frequent contact with the significant individual who guided her through the initiation phase, she felt the relationship was strong and help was "only a phone call away."

Networks proved to be one means of offering and receiving ongoing support in the administrative role according to a number of these female participants. The respondents who were principals were more aware of the networks and more likely to participate in them than were the assistant principals, possibly due to the more frequent contacts provided through formal situations such as district meetings.

The foci of the networks appeared to vary with the group. In some it was "information sharing" pertinent to the career ladder such as "who's on the move" or "what

jobs might be coming open". With others, the discussion centred on "concerns and situations in the schools" or "new ideas to try." Common elements among the networking groups experienced by these respondents regardless of the focus were "trust" and "honesty" together with a comfortable and informal social situation.

Personal support was also seen as a key function of networking. The types of assistance offered in these groups often centred more on the individual than on the outside situation. The sharing of problems and receiving of feedback in a confidential environment were considered beneficial by those who were involved. The fact that females tend to network only with each other was observed by one participant. "Women are networking but in a less overt way and usually with each other."

Networks among new administrators have been encouraged by district personnel although the intent of networking was possibly misunderstood at this level. One principal observed, "[This district] knows there is networking going on but I don't know if they really know what it is all about. They may even consider it as people getting together to gripe."

A few of the participants had some difficulty with the concept of networking when people did not share similar roles. In these instances it was felt that there was little shared in common on which to base an ongoing relationship. Other respondents who did not feel they were a part of a network indicated a strong desire for some type of continuous support group based on what they knew of the networking concept.

One administrator, narrowly defining a network as "support in a negative situation," indicated that she "was too busy and very happy in her role to seek out a network at the present" but in the future may use one as a source of ideas.

Leadership development was a continuous socialization process and different sources of development and support were used at various stages in the career. Ongoing leader growth was perceived by respondents as a necessary part of remaining fresh, excited and

involved with administration. This growth, whether self-initiated or district-sponsored, was felt to be an essential part of an administrative career. Support of colleagues through networking also assisted the administrative participants to be as effective as possible in the leadership role.

The Administrative Role

The administrative role is interpreted differently by different administrators and the key components change from individual to individual and level to level. The views of the participants as to their key functions as well as the perceived view of the district will be examined in this section. One of these key roles was seen to be the socializing of future administrators and the experiences of the respondents in identifying and helping potential administrators will be a separate focus.

Key Components of the Administrative Role

How administrators perceive their role and judge the importance of its components has little to do with formal role descriptions and much to do with the individuals and this held true for the study participants. How the role was perceived varied with the respondents and their particular situation and it also differed according to the level at which the administrator worked.

Although the role differed from school to school and even from individual to individual within a multi-administrator school, one of the key essentials was that the administrators be able to work together and complement each other in the administrative role.

"Working with teachers" was perceived by both principal and assistant principal respondents as their key role in the school. This assistance took on various forms such as "building morale to keep teachers' spirits up in difficult situations," "freeing teachers to teach by providing the necessities" and supporting them in the classroom with curricular expertise. While outsiders often identify the negative aspects of the administrative role, the

role incumbents emphasized the positive facets of developing the talents and abilities of others, identifying different strengths in individuals and encouraging the "expansion of gifts" through use. "Empowering others" was the term used by one principal who explained further: "To allow them to realize what their potential is and encourage them to work with that potential to move it along . . . "

Besides the role of encouragement another administrator saw her role in constantly monitoring the situation and "being present" to the staff.

> I keep my eyes and ears open to see how things are going. I check with the teachers to see how they are feeling about something. . . . I feel strongly when I ask them to work on something such as discipline then I have to be there to accept what is coming.

Another major aspect of working with teachers was seen to be staff development or instructional leadership. One administrator defined her role this way.

> I feel that I have a responsibility to motivate my staff and keep them current, involved in new programs and help them to develop professionally. I feel it is important to be in the classrooms and involved with the instructional process.

From the perspectives of these women leaders, administration was defined as "Service". In the words of one respondent "Yes, I have to make the decision and I have to lead, but I am also there to serve, to enhance and to help."

As a component of this service to teachers, a number of administrators worked with difficult or "in crisis" students. This might take the form of accessing outside expertise or developing an ongoing counselling relationship with those children.

As the majority of the respondents were at the elementary level the above reflects the role perceptions at that level. At the secondary level it appeared to be very different. One participant, presently in high school, had served as an administrator at both levels.

> [In elementary)]I was influencing the curriculum whereas I feel I have almost no influence on curriculum at this level, but there are department heads here. . . . You end up doing more with individual students as far as attendance, poor work habits and discipline problems. In elementary I was occasionally involved in discipline but it certainly wasn't my major role. . . . I never felt like an educational leader the way you could in elementary.

"Developing the vision" and "feelings of ownership" in the school and setting policy to reflect these were also seen as key roles by respondents. Here, a division was seen between the role of the principal and that of an assistant. As one respondent clarified,

> . . . the principal is more the educational leader who sets the direction of the school. Often the assistant principal gets more involved in the nitty gritty running of the school but probably doesn't have much influence on the direction the school is going as the principal. In fact I see that is probably how it should be.

This was supported by the following comment from a principal.

> I think I have to have a vision of what this enterprise is about and then I need to empower others to help see the vision and go for it. . . . To do this I give them all the opportunities to have input, to complain, to discuss, to share, to make decisions and to be in a position where they do have ownership in the school . . . it's our school.

Developing this ownership among staff was not an easy task. Although administrators felt this responsibility, it was difficult to inculcate in staff. This was one administrator's experience. "Administrators feel more responsible for the school than teachers. The administrator feels 'the buck stops with you' and it is hard for an administrator to ignore a problem. They ultimately end up being responsible for it and they have to find a solution." Sharing that feeling of responsibility became the key to shared school ownership. Awareness of how to bring about these changes through encouragement, support and leadership was perceived as vital in administration.

While the emphasis in administrative role perception was on the human elements, a number of respondents also commented that a school could not function without organization. In some ways organization and leadership were seen to go together. One individual saw her role as that of a "catalyst," making all components work together. "I feel my job is to make it all work." Some participants compared the organizational aspects of the administrative role to that of a competent teacher. In one administrator's words, "Like in my own classroom, if I'm disorganized there I have a terrible day."

Organizing or facilitating the smooth operation of the school meant that many participants coordinated a number of the major school-wide events such as religious

celebrations. Also included under the umbrella of facilitating school operations were program evaluation and future planning, the provision of a conducive learning environment, and organizing and conducting efficient meetings. At the secondary level one respondent felt she had a great influence in the direction of the school through the provision of a number of major organizational functions such as determining class offerings and scheduling.

While a number of respondents reported that paperwork and similar repetitive managerial tasks were not optimum use of their time one administrator commented, "The paperwork simply has to be done. I don't like it but I accept it. The effective administrators are those who accomplish more than maintaining a school, they allow for its growth."

The importance assigned to administrative tasks would vary with the motivation and the goal of the performer, observed one respondent. If upward mobility were the goal this emphasis would be on high visibility projects because, "I would have to make a name for myself by working at projects that are more system wide." However, this same individual indicated that in order to accomplish this, sacrifices would be made and this was not a part of her plans. "I would neglect some of the important elements at the school level . . . but I don't want to . . . I don't need to. I just want to stay at the school level."

In order to perform the administrative role adequately, or to move from the assistant principalship into the principalship, sacrifices and changes in lifestyle were perceived as necessary. One assistant principal commented that this prevented her from aspiring to more demanding roles. "I am not prepared to be totally just a career woman and dedicate everything and have my life revolve around that one job."

"My whole life is not this school" were the words of a younger respondent who was prepared to resist the historical view that when an individual became an administrator, "You owe your life to the school system." Her experiences have taught her.

> There are expectations that you will give yourself 100% to the system . . . and you are put in a position of needing to apologize if you are not there, because nothing takes precedence over what happens in the school as far as your personal life goes.

How women administrators perceived their role varied with a number of factors such as the present leadership position, the school level, the future goals and their own individuality. Although responses differed greatly, most of the women administrators perceived their key role impact in the area of helping colleagues to better perform their functions in the school environment.

Helping Others Interested in Administration

One of the perceived roles of school-based administrators was to provide for their own succession by identifying and encouraging colleagues with administrative potential. This role was not one that was ever emphasized or discussed in the district, yet it is nonetheless seen as important to provide for strong future administrators. A number of the participants outlined how they saw their role in recruiting others to seek the leadership role.

Identifying others with potential became the first step in providing for succession. Experienced administrators always had this agenda in their minds when viewing staff. Being able to identify the right people was a particular talent. One experienced principal observed

> I must be able to identify those who have leadership strengths. . . . Just because someone is a good teacher doesn't necessarily mean they are going to be a good leader. . . . I think as leaders we don't want to set people up for failure by taking someone really capable and putting them in the wrong spot.

When looking for qualities to identify potential leaders such characteristics as strong interpersonal skills, initiative, risk taking, creative abilities, strong teacher skills, organizational talents, personal philosophy and curriculum awareness were seen as good indicators by the respondents.

A number of the respondents saw this recruitment role as "part and parcel" of the designated instructional leadership role of administration; however, they felt particular

attention must be drawn to it specifically by the district . One administrator noted

> There has to be word from downtown that identifying people on your staff and encouraging them is part of your job as an administrator. It is not something that is left to chance but it is something that is very important, that we don't let the brightest and the best fall by the wayside, become bored and leave.

Another administrator, in questioning the district priorities, regarding this succession issue and the rewards for successful recruitment, asked,

> Do principals who are good at it get more recognition than other principals? Is it one of their criteria when they are judging principals? I have never heard anyone praised for being good at it.

A principal commented further on her own experience. "You are doing it on your own . . . it is not encouraged or sought after by the district."

A suggestion as to one means to guarantee the adequate socialization of strong future leaders was brought forth by one respondent. "An assistant who has strong potential should be put with strong principal leaders so they will continue to develop . . . but I don't think district administration look closely enough at it."

At the school level the respondents indicated that the assistance provided to interested colleagues was in the form of encouragement, information and advice. The identification process also included developing interest by "planting the seed of administration." Some respondents also made suggestions to these potential candidates to broaden their experience base by taking on new positions or grade levels in the school. In some cases potential administrators were seeking reassurance and encouragement from an experienced individual, as was the case with one participant. "Some of them were women who were dubious about whether they could handle the position or whether they could balance the role between home and school."

In other instances information was offered to potential candidates by the respondents.

> I have had people come and say they are thinking about applying for an administrative position and they are just trying to clarify in their mind what the position entailed and what the responsibilities were. They asked about procedure too.

Another individual, through encouragement, directed the attention of capable colleagues to this possible new role. "I spoke to two or three people and suggested they apply and encouraged them."

Besides the initial encouragement many of the more experienced administrators have also had the opportunity to be involved in the role socialization of new appointees. This involved teaching others about the role expectation in that particular location, be it timetabling, conducting meetings, or dealing with the more sensitive issues of interpersonal relations. For some respondents this was a part of training a successor as they left for a new position. One principal indicated how she had provided growth and learning experiences for her assistant principal when he moved into the role.

> I think I've empowered him. I give him every opportunity to lead in the school that I could possibly think of. He has chaired meetings, attended and co-presented at a national conference. I encourage him to use his gifts and his expertise and have input into everything.

Another principal respondent has been sought out by other female administrators as a source of advice on interpersonal relationships.

> An assistant principal phoned me to ask if she could come over to talk with me . . . she was having some difficulty with a male custodian at the school not wanting to listen to her and I had the same experience so I shared how to handle that. . . . Another assistant principal, interestingly enough another woman, was experiencing difficulty working with her principal . . . and we dialogued about it. . . . I think when things like this occur and individuals don't know how to deal with it, I am one person they might approach.

As many of the respondents were socialized and grew into their roles, they then "reach back" to assist other interested individuals to climb the career ladder by providing encouragement, advice and support to ease the learning process.

Besides being directly involved themselves in the role socialization of newer administrators the participants also watched this teaching-learning process with others either by direct observation or by knowing the individuals involved. One assistant principal was aware of the principal working with interested colleagues. "If he sees a

promising teacher . . . he will spend long hours sitting and talking with them and encouraging them to do different things or take on new roles in the school for experience."

In another school the principal was observed by a respondent. "He has identified people on staff and encouraged them and worked with them and kept in touch with them. He says he himself was encouraged in his early experience to apply."

Another principal felt strongly that any school using a mutuality or transformational model for shared school leadership was continually developing future administrators among the staff.

> I think it is going to be much easier for them to go into an administrative role, because they are actually practising it now. They are practising accountability, practising responsibility, practising decision-making, practising empowerment and practising ownership in a way that they couldn't in the hierarchical model.

Providing for succession was seen as one of the major roles of an administrator. As other significant individuals assisted in the role socialization of the respondents, they in turn helped others to learn in a variety of ways. The continuation of this informal learning process had also been observed among others in the district.

District Personnel Views of the Administrative Role

Were district personnel aware of the role perceptions and varying degrees of importance attributed to different aspects by the administrative participants? Respondents were uncertain of this as different messages reached them. Some participants were adamant that, in their perception, district personnel saw school leadership as a managerial role --."running obviously a very smooth school -- a plant" or seeing the principal as a "business manager." One principal felt that she was a cog in the hierarchy and that the district was afraid to empower people because that would mean "relinquishing hierarchical control."

Other participants were much more ambiguous and could not characterize the views of district personnel with any certainty. Some members of the district staff were felt to be

more "in tune" with the role of the administrators at the school level than others. One principal summarized the difficulty this way.

> I don't know if they have totally worked it out yet. We have the three components, the religious and moral leader, the manager and the instructional leader. I don't know if they have really worked out what a moral leader is . . . or an instructional leader. I don't think they have really internalized it and they certainly don't lead us in telling us what it is.

In terms of reconciling their priorities of the administrative role with what they have heard coming out of the district office, the respondents have used various strategies. One individual indicated

> Sometimes I find myself torn between doing what I think is best from a managerial view and what is best for the children in the school . . . they don't always jive. . . . Most of the time I made the decision on what I think is best for the school.

Another principal saw the struggle for independence from the hierarchical control as an "interesting game" where sometimes boundaries are overstepped and "you get burned and you lose the game and change your strategy because you see which direction it's going." Similarly, another respondent was aware that efforts were being made sporadically by some district personnel to share authority; however, success was limited.

> . . . theoretically they are trying . . . "we want principals to have autonomy, we want you to run your own show and we want to empower you . . . " but they still find it very difficult to let go of their own power. . . . I do my best to be as transformational [power sharing] as possible and I challenge them.

The process of decentralizing control and opening up the system to a participatory decision-making mode was a radical change for many of the district personnel and one that they were not yet completely at ease with.

The administrative role has a large number of components and priorities and the importance of these differed with different levels and individual personalities. One key role that all respondents saw as important was providing for succession by identifying colleagues with strong administrative potential and then guiding their socialization and role learning so that they would be adequately prepared to assume the role. The views of

district personnel of the key components of the school administrators' role were often perceived to be very different from those of the incumbents, and the ways that the respondents handled these discrepancies varied from ignoring them to challenging the views and actions of district personnel.

Gender Impact On Role Access And Role Socialization

Administration in all fields and more particularly school administration has historically been defined as a male role. It is only within the past few decades that women have entered this field. In many instances this entry has not been smooth, for a number of reasons. At the initial interest stage women get a variety of mixed informal messages about their administrative aspirations and talents. Even if they receive an appointment, women lack awareness of many of the informal socialization processes carried out in casual circumstances. If they are cognizant of the necessity of this socialization they often experience serious difficulty in trying to access it due to gender. Women who are particularly strong and do find alternate socialization mechanisms to fully learn the role and its expectations, then have to contend with both overt and covert discrimination on the job. These together with a number of other barriers at various stages appear to make the administrative role unattainable. Even for those who do reach their pinnacle, the successes are overlain with sacrifices which sometimes make "winners" feel like "losers."

Mixed Messages Women Receive

From the period of initial interest through the socialization process, the female participants received a variety of mixed messages regarding their aspirations and achievements. While the formal district message was equality, inviting all interested individuals to apply for administration, the informal messages were frequently interpreted as "put downs" to women guised as humour. One administrator recalled a meeting for administrative aspirants where she was told by a male colleague. "Any woman . . .

applying for a vice principalship would have to be twice as good as any man applying in order to get it." She felt she was being told her chances were pretty slim and commented.

> It was really quite a discouraging statement . . . in my own mind I thought I won't have a chance. Some men didn't see women as getting positions because they deserved them but rather the district had better get a woman in [to look good].

Another administrator also perceived these messages. "At that time the joke was . . . International Women's Year, just wait until it comes up again and ask and you'll get it."

Once in the role the respondents continued to experience "putdowns."

> One of the first administrative tasks I was assigned was to make signs directing students where to go when they came in to register which in my mind one of the secretaries should have done. . . . The other administrators I worked with used the excuse they had never worked with a woman administrator so they didn't know.

The first principalship to which one respondent was assigned was a very small school. This assignment, plus comments from other individuals, left this individual bewildered as to the message from the district office. "I was very confused by what that meant. Did it mean they [district] didn't think I was capable so I was put in a tiny school or what?" The confusion was further compounded by double-sided comments from colleagues.

> One man said to me when I got this particular [small] school that it was a really nice little school for me to start in . . . when I was appointed to a larger school the same individual said that it was a good year for women.

These types of mixed messages received by some respondents early in their careers did little to assist in role socialization and were interpreted as reminders that administration was still viewed predominantly as a male occupation.

Women and Lack of Access to Socialization

Lack of access to socialization was really a multi-faceted, circular problem and separating the causes from the effects was a difficult task. The various components were seen to be the absence of awareness of district operation, deficiency of knowledge of career potential and the perceived lack of access to the informal role socialization process.

While not perceived by all respondents, a number of female administrators indicated

by their comments a definite lack of awareness of vital aspects of district operation as well as personal direction. Evidence of this lack of knowledge about the district was found in comments such as the following from an experienced assistant principal.

> I have never seen the district office. . . . I don't know who is down there. . . . I don't know how things work. . . . Until a few years ago I really existed in isolation. In my first administrative assignment I never went to an administrators' meeting even once because I taught full time.

To further compound this problem of isolation, knowledge of possible career paths and potential for advancement was also lacking for a number of respondents.

> I never felt it was a stepping stone when I moved from school A to school B. . . . No one ever told me, "that's an upwardly mobile step." I don't know if I advanced or if there was just an opening. . . . No one has ever told me that I am good.

With this lack of consciousness of such open and evident career ladders, it came as little surprise that the informal socialization processes were not tapped into or in some cases even known. This lack of vital knowledge about the organization and career advancement left some respondents "out of the picture."

While some female administrators were not even aware of its existence, accessing the informal network of administrators to gain socialization proved very difficult even to those who were knowledgeable. Some respondents saw this informal socialization occurring in various social situations from which they were excluded by virtue of gender. Many of these activities centred around the predominantly male domain of sports.

> There are still Men's Curling Leagues and the hunting, golfing, and fishing [groups] to the point where it becomes quite uncomfortable to be a woman administrator . . . There is still a lot of "Old Boys' School" where young men, by association with older men in social situations, are encouraged.

These observations were supported by another respondent who had observed these same socialization processes when her father was an administrator.

> I watched the socialization process in my own home. . . . It was a major part of the socialization because of the people involved. People listened to each other's perceptions and quite often there were people who disagreed with each other so they listened to both sides of the coin over a drink of scotch.

When asked how her informal socialization differed from that of her father, she commented, "I think I would have gotten a whole lot more because my social group would have been different. . . . I wasn't on the curling teams or involved in the fishing or the groups that are male."

These types of social situations were not seen as remnant of the past but were still very evident today.

> It is still going on. When an individual became my assistant principal [last year] he was promptly invited on the hunting and fishing trips because his dad had been an administrator. This is a good way for him . . . to meet these people informally.

In addition, one principal felt that, for women, there were barriers to the informal socialization processes carried out through friendship or social groups. It was difficult for women to form friendships with male colleagues even for socialization purposes.

> Within the principal ranks I think men form relationships with other men and they set up something socially with their wives . . . they are not going to do it with a female [administrator] because they don't know your husband so that is a very different situation.

Many of these casual small groups formed on a social basis provided the support and encouragement necessary in any career adjustment, observed a female principal.

> I think men encourage men and I don't want to call it "The Boys' Club" but there is a big support system out there for men and they nurture one another and set the vehicle in motion. It is not there for women.

Evidence of the perceived effects of this exclusive informal male socialization was noted by a number of respondents.

> The Old Boys' Network is very powerful. When I think of some people who were appointed last year and somebody said, "Well, of course they got appointed. That is so and so's boy" . . . Not so and so's girl. [illegible] don't have the mentorship. There are not people downtown who are specifically [illegible]ging you the way men were encouraged.

These situations provided a very comfortable learning environment. Within such informal socialization networks it was perceived that information was shared more readily and questionable behaviors were often overlooked.

> There is a buddy system or old boys' network where you share with your buddies and let your buddies in on "it", or "it's okay for certain buddies to do things and we'll all wink an eye" but others aren't allowed to do that or would be reprimanded or it would look poorly if they did.

While some individuals felt isolated from these informal learning groups, other respondents thought that the Old Boys' Club was really a "paper tiger" and they saw no evidence of informal socialization open only to male administrators. They sensed that little socialization occurred in these friendships groups and that if men did socialize more frequently with colleagues, there was nothing to prevent women from also taking this initiative to establish similar friendship groups.

Overcoming Traditional Socialization

As true as this last statement might be -- that there was nothing overtly preventing female administrators from forming similar colleague groups, the traditional socialization of women may work against this.

The informal socialization networks were established by males based on the male experience and these were not experiences to which a great number of female administrators could relate. One participant saw much of the male experience of socialization as based in team sports.

> It is not within the female experience to bond in those sorts of networks. Young boys grow up playing team sports . . . it was expected that young men would work as teams and do things together. At the time when they start building their career they are usually quite free to enter in this networking and bonding with other men in the system when very often women in a similar situation are also child bearing.

Another respondent referred to outside reading (Harragan, 1977) which clarified the similarities between traditional male socialization and administrative expectations.

> It talked about how playing team sports has taught men so many things women don't know . . . like playing your own position. If one person on the administrative team is not pulling their weight, my feeling and I now realize the feeling of most other women is . . . I have to work harder . . . whereas a man would say to the coach or principal, "That guy is not doing his job." Boys are taught everyone plays their own position and pulls their own weight and girls are not. We are taught to pick up the slack.

This traditional male socialization appeared to provide a foundation on which to build administrative development but generally woman have been socialized very differently. This deficit was furthered compounded by an absence of psychological preparation along the way and a dearth of experience in professional sharing. These, combined with the absence of individuals to ask comfortably, have placed women outside the mainstream of administrative socialization.

> Women are not encouraged along the way to try to come into this role and suddenly at some point somebody gives you a shove and all of a sudden you are in it. You haven't worked your way through so you don't know who to go to. You are there on your own and you don't access in the same way. . . . I mean draw on the learning and expertise of others. Women have not shared on leadership topics with other women . . . sometimes it is hard to draw on the men when you already feel they do not think you are as capable as they are. You don't want to reinforce that concept.

In line with traditional female socialization, many women have, over the years, been conditioned to see their career as secondary in the family and this made it difficult to plan a leadership role of increasing challenges and responsibilities. "Most women see their life and role as secondary, so they fit their profession with the children and their husband."

Part of the difficulty also existed with the traditional male expectations of female behavior and reactions. Some had problems "reading" women because they anticipated that all women would behave in traditional fashions, observed one principal. "Men don't understand that women can be at their 'wit's end' and yet they don't have to be weeping and wailing. That was part of their socialization and it is a new learning process for men . . . that women can be strong."

Traditional socialization patterns for both women and men, but more particularly women, were seen by many respondents as hurdles to be overcome in order to assist women into the administrative role. Another approach to this dilemma suggested by participants was to redefine the administrative role and its necessary socialization in more neutral terms to better reflect the gender mix that currently occupy that role.

One respondent observed that women , through their socialization, have developed different qualities many of which were much more "in tune" with the true leadership role.

> Our socialization patterns have created us to act in certain ways. Women have allowed themselves to become more intuitive, more compassionate, more emotional and more caring than men. . . . I think women who have developed their emotional, social, and spiritual side pick up the cognitive which they learn in their intellectual pursuits and for administration, it's a wonderful combination. . . . I think that, truth be told, women who are integrated in the cerebral perspective as well as from an emotional perspective, they make better administrators because it's a wonderful combination of the two and I think our socialization has favoured us. Men are more restricted because of societal norms.

A number of the female administrators felt hampered by the traditional norms and expectations of male/female relationship. They felt they had to be constantly aware of how circumstances might appear to outsiders. Many of these potentially difficult situations were judged to provide excellent socialization opportunities.

> There is always that danger when you are a woman of appearing to be too familiar with men. If all the guys go out for a drink then you can't go if you are the only woman in the group. There is a certain taboo. . .

The view of another administrator supported this.

> If the two administrators were male . . . for them to go out to lunch together or for a drink after school, perhaps that was easier than in my present situation. . . . It would be more difficult if there was one male and one female . . . to go for a drink to discuss something . . . there is nothing wrong with that but how that is viewed by everyone else . . .

The "weight" of traditional role socialization was also felt by another respondent with regard to contacting colleagues. "I always find it rather awkward to phone a man and talk to him about things." Even in the limited number of social occasions such as district area dinners this same individual felt intimidated without her male principal's presence. "If there was an administrators' social . . . if the principal didn't go and invite me, there is no way I would walk into that group of men myself."

Chivalry also got in the way when it was perceived by one administrator that a male colleague felt the necessity to protect her from messy situations.

> All I am asking for is someone to listen to me so I can go handle it myself. I had to be

> careful because sometimes he is very chivalrous, he'll want to go handle it for me but he is really trying to be helpful, he doesn't mean it as a "put down."

Informal socialization was a key element in the successful transition to an administrative role. However, traditional roles and expectations were believed to impede this process and these, combined with the lack of awareness of and access to this informal network, provided a stumbling block to female administrators.

Bias and the Female Administrator

Bias against female administrators was noted in a variety of situations by the participants. While not felt by all the women administrators, a number did perceive instances of intolerance or discrimination from teaching staff, parents and students as well as from administrative colleagues.

Instances of inequity of treatment ranged from the blatant to the subtle. It was the perception of many respondents that men were more frequently listened to, while women, even in administrative positions, were ignored. "I think they [teachers] would have listened to a man much more easily than they were able to accept it from me." This problem was also common at the secondary level from the experiences of one administrator.

> I can make suggestions at an administrative meeting and the next time it is discussed that suggestion is credited to someone else . . . or it is ignored when I say it and when a man says exactly the same words, it is recognized.

The terms "male" and "authority" appeared to be synonymous in the minds of many teachers and male administrators were frequently summoned to deal with immediate problems by the female as well as the male teachers.

> If they want someone with real authority they want one of the male administrators. You have to prove to them that you can handle situations before they'll let you. A lot of women teachers are just as chauvinistic as the men.

Instances of discriminatory treatment from the public, most particularly parents and students, often was believed to result from traditional socialization and lack of experience in dealing with women in an administrative or authority role. One respondent recounted

numerous examples of slights or ill mannered behavior.

> Parents and students often assume I'm the counsellor because I'm a woman. I have often thought that some parents, especially some fathers are a lot more rude to me than they would be to a man, especially on the phone.
>
> A student from another culture was extremely rude to me in the hall the other day. I can bet money he wouldn't be that rude to the caretakers but in his mind women are not people who should be respected.

When injustice was perceived to come from fellow administrators it was particularly notable by the respondents because it was not anticipated from this direction. These unjust practices were seen to be very divisive to an administrative team. Frequently covert, but nonetheless present, many instances of this intolerance only reached the respondents "after the fact" and "second hand." The change of assignment for one assistant was later determined to result from discrimination. "I was told that one principal was approached that the [district] administration wanted me as V.P. for his school and he wasn't about to have a woman in his school. So nothing was done about that."

Another female administrator perceived very overt differences in treatment of males and female leaders.

> Actually the first year I had a fair number of arguments about my responsibilities. The other assistant principal looked over my shoulder all the time the first few months as if I really was incompetent because . . . how could a woman do these things. . . . We had to work it out and most of the problems we had to work out were because I was a woman.
>
> I think other administrators probably take another man more seriously. After being appointed to a new school, I went in to meet the principal and was sent on my own to find my office and introduce myself to the other assistant principal. . . . The next year with another new administrator on staff, the principal brought him over to the other wing and introduced him around. That was definitely a different reception than I had.

Some respondents were not aware of any intolerance due to gender either in their own experiences or those of colleagues. "I feel that many people I work with have not treated me any differently because I am a female."

While in other cases, examples of intolerance were there beneath the surface and not evident to outsiders.

> I think there are some real traditionalists who find it difficult to have to share the space and the title with women. For example at staffing . . . references are not called if they are from female administrators even though I know men call each other often.

Bias, both blatant and subtle, was perceived by a number of the female administrators. As with many other fields, women administrators in education were a relatively recent phenomena and perhaps the public required time to adjust. However, this discrimination from school personnel, both teachers and administrative colleagues, was difficult to handle, particularly that from administrators with whom cooperation and openness were deemed essential to build rapport for an effective school team.

Drawbacks to Women Administrators

The barriers to be surmounted by women administrators came from every possible direction. Whether these obstacles actually did exist or were only in the minds of the respondents, their presence was perceived to cause difficulty in attaining administrative positions and accessing appropriate socialization to function successfully in the role. Some of these hurdles were internal or psychological such as lack of confidence and fear of risk taking, while others were external such as family responsibilities and lack of role models. Some of these barriers such as family responsibilities could not be removed through support programs and ways must be found to integrate these dual roles of mother and school leader into a rewarding whole. Another series of perceived barriers spoke to the attitudes of colleagues that make the leadership role for women more difficult.

Lack of confidence and fear of risk taking characterized a number of the respondents in their early career. This was demonstrated when they initially applied for the administrative role only at the urging of others never believing that they would be successful for at least "four or five years."

When asked why she thought she could perform the role, one participant responded, "I didn't even think I could do it. I just thought I wouldn't get it so it didn't bother me." Even after being notified of her appointment, lack of confidence led this participant to say,

"I told them (district) I didn't think I wanted it." First impressions of a situation and lack of confidence in one's ability to handle the new position led to drastic avoidance action by this same administrator. "I really believe that I got pregnant . . . I know part of the reason that I did, was because I thought the new school was awful. It was old and dusty . . . I thought this is terrible. I don't like this. I don't think I want to be here."

The lack of self assurance persisted through the first years in the new role for a number of respondents. Thoughts of "what if I can't do this job" were recalled by one principal who continued, "I was struggling with the idea 'Can I do this' and it was something that I wanted so badly for so long. It was rather like 'is that all there is' and yet at the same time 'if this is it I don't want it'."

Closely linked to the idea of confidence is that of risk taking or gambling in a situation. The respondents appeared to be uneasy with risk unless it was "a sure thing." In a discussion of potential future advancement one assistant principal commented, "I don't know whether I want to be a principal or take the chance of asking for it because I am not one for a lot of change. I like to know ahead of time. I don't know whether I want to take a chance and get a little tiny school."

In looking to apply for a promotion to an advanced position, one respondent felt she needed to be assured that the decision makers would view her as capable to fulfill the role. "I was wondering if I would be perceived as competent, not just on paper because I knew I was very competent on paper, but perceived as competent by other people especially those who were choosing." Applying for a new position is normally a risk venture but this candidate attempted to lessen the risk by reviewing her support before making application.

An assistant principal perceived that her ability to take risks was increased because as she felt secure in her position. She expressed it this way,

> I've never felt my job as a necessity. I've never felt I had to fall into line here or there because I might lose my job . . . it gives me the luxury of trying certain things and acting in certain ways that maybe I wouldn't if I was really really worried.

The psychological qualities such as self confidence and risk taking abilities very much revolved around an individual's self perception. The majority of the women saw themselves as competent administrators able to face the challenges of leadership and this role internalization had little relationship with the length of time in the position. However, this was not the case with all respondents. When asked if she saw herself as an administrator, one experienced assistant principal commented

> I don't think I do . . . you're not just a teacher, but I don't feel any different. I think of myself as a teacher with a few more roles and maybe a spare or two off to help. . . . I was just one of the group and I happened to have the title "vice principal" attached to my name.

In another instance an assistant principal felt that in the absence of the principal she could not assume the responsibility to speak or make decisions for the school. Even at meetings on behalf of the school she indicated, "I go almost as a note taker and a news bringer." This individual did not see herself with the full authority of the principal "in absentia." The psychological barriers of incomplete role internalization and lack of confidence and risk taking abilities appeared to hamper a number of these administrators in their present role and in the attainment of future goals in school leadership.

External factors also impeded complete and successful role socialization and career advancement. The most significant of these factors appeared to be family responsibilities. Child rearing responsibilities fell almost exclusively to the female respondents. In some instances this meant leaving the work force for a period of time, putting various career plans "on hold" or having to juggle both home and career responsibilities very judiciously. These types of career adjustments were "just expected" of women as indicated by one female principal.

> Nobody suggests that the man who has not come home after school but simply stayed and worked through until his meeting at school at seven o'clock is being an incompetent father but that suggestion would be very strongly made of a woman in a similar situation.

Another assistant principal's experience supported this as she had to delay her plans

for a principalship.

> . . . when I initially started [in administration] all you needed was a B. Ed. That was changed and you required a fifth year for administration. . . . For me the decision to stay home with my family and to make sure I was doing a good job there or go back and get further education was a difficult one. I had to say, "Okay, you stop where you are in administration until your family is complete."

Family responsibilities didn't always mean children. Although not a part of her own situation, one administrator recalled the experiences of others.

> Society doesn't see women in positions of authority at all. I have over the years had women say to me they couldn't go into administration because of the way their husbands thought. They were having to make a choice between going into administration or preserving their marriage . . . to become an administrator I think a woman has to be married to a pretty secure man.

Family expectations were frequently seen as roadblocks by either delaying, preventing or making more difficult the attainment of a leadership position.

Lack of female role models and the loneliness of being a woman in the role were also perceived as hurdles to be overcome by respondents. Comments such as, "I haven't worked with a woman administrator so I don't have any model to fall back on" were frequent and even in their own student experiences, the nuns were the only female school authority figures remembered by the participants.

When in need of assistance early in her career, one principal didn't know whom to turn to. She recalled, "The odd time if I was having difficulty with a teacher I might ask a colleague but because I was a woman and there weren't that many female role models I often didn't know whom to phone."

Loneliness in the role was another theme brought forth by participants. A number of respondents remembered instances of being the only woman at administrative meetings and this led to an uncomfortable situation for one principal.

> I was the only woman there. At coffee afterward the men would stand around and I would make some effort to stand around as well but invariably they talked about curling, golfing, hockey, fishing. . . . These are topics I can't be a part of and I stand there like a bump on a log . . .

"You're kind of in-between" was how one administrator characterized the leadership position. Due to the authority role there were difficulties perceived in forming friendships with women on staff, yet because of gender difference there were barriers to forming any more than an acquaintance with male colleagues. One administrator recalled a female associate's experience. "The drawback was that she became lonely because her colleagues were men. When it was time to got to meetings or to conventions, she was caught in the middle."

Loneliness in the position and lack of role models were perceived as obstacles to the successful socialization of the female participants. The barriers made the road to the final leadership goal much more difficult to maneuver .

The conscious and unconscious attitudes of co-workers were also seen as hurdles to be overcome in the successful role of socialization of the respondents. As these women moved into leadership roles they encountered co-workers who did not accept their authority and these participants felt the need to earn respect and prove themselves repeatedly in the school setting. To further compound the problem they discovered biased perceptions were widely held in the district.

The authority role was a fairly recent one for women and this meant a drastic mental shift for both male and female teachers. To many school personnel, "principal" and "male" were synonymous terms. The experiences of one administrator taught her "that older teachers, particularly women, had trouble accepting direction from a female supervisor because they have been socialized to accept males as authority figures."

This was supported by another participant who attributed it to role/language incongruence.

> I think women do have problems speaking with one another on staff because women are not used to taking directions from other women. Women are caught in the trap of . . . "Do I speak to you as a man because you are *in* authority, or do I speak to you as a woman?" . . . which set of language to use?

Female teachers were also perceived to "criticize a male less than they would a woman because they seem to express themselves easier to a woman if they don't approve of something. Maybe they feel more equal to women than to men."

Female teachers were not the only school personnel to cause difficulty to female administrators. One principal recounted her early experiences.

> I found I had to learn to be more blunt when I speak with men . . . men tend to stop listening after the first three words so you had better be blunt. . . . As a woman administrator with a man on staff . . . you have to exercise some control if he is disagreeable. There is a certain authority to a man's voice and people will stop and listen to it.

Both men and women must adjust to the reality that authority does not reside in gender but in position and personal qualities.

Traditional socialization had much to say about who deserved respect in a society. In the view of one experienced administrator, women were not part of this deserving group. "I have felt that as a woman administrator you have to really earn the respect you get, whereas it seems to come automatically to the men." She continued, "I feel you have to keep proving yourself over and over again. I don't think men have to do that nearly as much."

In the opinion of one principal, questionable perceptions held by school personnel were damaging to women with leadership potential. "Because all of the area superintendents are men, it is perceived that men are more supported than women." If widely spread these views will further impede the progress of women into administrative positions.

These respondents felt it was essential that there be capable women administrators in the schools to provide the right messages to students and staff. In the words of one experienced administrator,

> I think it is important that there are women administrators in the schools. I think girls get taught that women cannot be "top dogs", that they always have to be subservient and I think our system has been appointing many women to assistant positions. . . .

> I think that is a message to the students as well . . . it is telling the kids that's the role of women (the assistant) . . . that the person who makes the decisions is ultimately a man.

This is supported by another administrator who also spoke as a junior high parent.

> It's important for the girls particularly at the junior high level. They really like to identify with an authority figure who is female and they feel really good about that. . . . Also I feel it benefits other females on staff as role models.

Women are needed in a variety of roles and positions in the school as in greater society to provide models and examples to others.

The drawbacks to women in administration were many and varied according to the perceptions of the participant. These obstacles were the psychological or internal barriers, the external forces and the attitudes and views of colleagues. Once openly identified as stumbling blocks many of these difficulties can be overcome through organized support programs. However not all solutions will be easily found, particularly to the dual role dilemma felt by many women administrators.

Where I Am In My Career

All individuals had some type of a yardstick by which they measure their success. These eleven female administrators were no different as they indicated how they measured up against their goals and expectations and they spoke of plans for the future and new horizons to explore.

Evaluation -- Where am I?

These respondents all felt they achieved some of their goals and most indicated that there were other goals for which to strive. One participant indicated that perhaps she had set her initial goal too low. "My goal was to be a principal and I was very young when I reached that and thought 'where do I go from here'." Other individuals, still new to administration, were in the process of setting goals because as one participant indicated "my career is brand new all over again."

When asked to place themselves on a scale of 1-10 in terms of goal achievement most

indicated 6-8 range still feeling the press of "unfinished business."

Plans for the Future

Plans for the future were as varied as the personalities of the individuals. A number indicated they saw further academic study in a specialized area such as religious studies as part of their future. The desire to serve at the district level in senior line or staff positions was a part of the plans for a few respondents. Another saw a variety of possibilities before her to use her talents in professional development. Others were much less definite with their plans and had difficulty attempting to verbalize them.

Themes Arising From the Data

A number of pervasive themes emerged from a further examination of the interview data and these served to clarify and deepen the understanding of the role socialization process experienced by these female administrators. Of the four major themes, three will be presented as dichotomies that could be subsumed under the umbrella of "the necessity of a plan." These were chance and choice, active as opposed to passive socialization and knowing and not knowing. The final theme derived was the key role of the principal in all stages of this socialization process.

Choice and Chance

The literature states that career development should be a conscious process of planning for new challenges of increasing responsibility and authority. The operative term is "conscious process" and this cognizance was definitely lacking for most of this group of female administrators. Amazement and surprise at their appointment to an administrative position characterized the reaction of most participants. Leadership was seen as a rather vague goal to be pursued "later" as respondents appeared content in their classrooms even after hearing suggestions as to their administrative potential. The planned advancement of "climbing the career ladder" step by step was notably absent.

Terms such as "accident" or "luck" were used by the respondents to describe how they

received their positions. Chance would appear to be operative rather than a conscious choice process at least in the initial stages of the leadership role. This chance factor surfaced in varying degrees among the majority of the respondents. Only one participant had a clear plan from the beginning for the attainment of a leadership position.

Once in the administrative role, choice appeared to gain the "upper hand," as respondents began to make definite choices and plans that would influence their future career patterns. The respondents learned quickly the need for constant choices and definite planning for rewarding career advancement.

Active Socialization and Passive Socialization

The administrative respondents appeared to represent both extremes of the active-passive continuum as well as most points in between. Some actively and aggressively sought socialization by asking questions, seeking out strong mentors, joining networks and profiling themselves. These same individuals found mechanisms of compensatory socialization to replace those perceived to be inaccessible due to gender. The participants, once in a leadership role, quickly developed a definite plan of action and assumed the responsibility for creating their own successful futures.

At the opposite end of the continuum were the passive seekers of socialization -- those who sat and waited for it to happen. These individuals did not take any initiative, they did not seek out those individuals "in the know" or capitalize on the opportune moments that presented themselves. Many of these individuals were hard pressed to even identify opportune moments or key individuals. It was no wonder that these respondents felt totally isolated and, although they realized the role learning that they needed, they did not see an active role for themselves in accessing it.

Not totally passive in this role learning were those participants who saw independence in learning as a plus. These respondents appeared to be "spinning their wheels" as they tried to access the role learning totally on their own and with only limited success.

Between these two extremes were other administrators who at times fell prey to the traditional female expectations of passivity, while in other instances, actively sought the socialization deemed necessary.

Having a career plan also entails the active searching out of the necessary role socialization at various junctures in order to move smoothly up the career ladder.

Knowing and Not Knowing

The concept of knowing and not knowing the organization in all its layers is closely related to the previous two themes. This dichotomy saw respondents fall into patterns of varying degrees of this organizational "knowing."

There were those participants who appeared to have an innate sense of what was going on, overtly and covertly, throughout the district. They were aware of the political climate, the various career ladders, the people on the move, and those influential in the informal system. They had access to effective formal communication networks but they also cultivated key informants in the informal system to keep themselves in "the know." Many of these participants did not only use this information to serve personal ambition alone, but also to benefit their schools.

This knowledge of the people and the district proved vital at the time of socialization. The respondents knew who to ask, what organizations to join and with whom to align. They were also aware of the informal network and although many judged that they were unable to access this network and capitalize on its strengths, they knew what they were missing and made conscious efforts to seek replacement socialization. This "knowing" gave a number of respondents a head start in the leadership socialization process.

On the other end of the spectrum were those who were not aware, either through communication networks or experience, of the "inner layers" of the district. Some participants appeared to have a passing knowledge of informal socialization processes and communication pipelines but did not judge these to be important in the overall leadership

training. Due to these judgements there were few thoughts of how to compensate for lack of access to these systems. This was accompanied, at times, by a lack of awareness of the key role of the principal in the socialization process and the need to cultivate a positive working relationship. These individuals knew the public façade of the district but did not go beyond this external knowledge to know the unwritten policies and the informal leaders in the system. This dual knowledge of the formal and the informal was judged essential to effective leadership socialization.

The Key Role of the Principal

From the experiences of all participants it was very evident that the principal has a key role in all stages of the socialization process. At the stages of initial interest, the principal "planted seeds of encouragement," and provided a variety of experiences to give protegés a head start.

At the time of formal application, this moral support became concrete in a personal recommendation that strongly influenced the success of the respondent. As these female participants entered their new roles, they carefully observed, modelled and questioned the principal about the "ins and outs" of administration. This learning relationship between the neophyte administrator and the principal nearly always encompassed aspects of career development and some cases went beyond to also include psychosocial development. Various aspects of "mentorship" appeared to characterize these principal-neophyte learning relationships for a number of the respondents.

In defining the administrative role, a number of the respondents, particularly principals, saw their task as providing for a line of succession by actively developing future principals.

The influence of the principal was generally judged to be a positive aspect of the role socialization of new administrators. However, this was not always the situation. Some respondents worked with principals who did not see their role in terms of developing

administrators. In these cases, although small in number, the role of the principal was judged to be a neutral or even negative influence. In other situations, lack of compatibility between the two administrators led to a stress filled initiation into the leadership role for the respondents.

Other participants spoke of experiences where, despite a positive learning situation with the principal, this association hampered the respondents' future ambitions due to the principal's lack of influence in the district. The message that appeared to come from these types of experiences was to carefully evaluate who becomes a mentor and "hitch your wagon to a star," a level of awareness often only available in retrospect.

This principal proved to be the key asset and learning resource in the socialization of these female administrators. At all stages the beneficial influences of a positive learning relationship with the principal were perceived by the respondents. For those who did not have this positive learning experience, the road to socialization was much more difficult to maneuver.

Summary

The analysis of the data regarding the role socialization of female school administrators resulted in eight major categories of information. These categories, which reflect the research questions, were organized to show the various socialization stages of an administrative career from initial interest through ongoing leader development. The final major category was the perceptions of gender impact of the socialization process. Each category has a number of subcategories to organize and present the respondents' experiences.

The latter section of this chapter focuses on four major themes derived from the data. They are chance and choice, active and passive socialization, knowing and not knowing and the key role of the principal. These themes were common threads woven throughout the experiences of the participants.

Chapter Five

SUMMARY, REFLECTIONS AND IMPLICATIONS

This chapter will briefly summarize the purpose, methodology and findings of this research on the role socialization of female school administrators. The reflections in relation to the literature and personal thoughts will comprise the second section and the latter part will outline the practical implications as well as indicate directions for further research in this area.

Summary

This section will briefly review the intent, design and findings of this study presented previously in chapters one to four.

Purpose of the Study

The purpose of this study was to examine the role socialization of current female, school-based administrators. From personal experiences, reflection and outside reading the following key discussion areas were identified; the period of initial interest in the administrative role, the administrative selection process, the process and content of socialization encountered in the leadership position, the key aspects of the administrative role, and gender impact on role socialization. After framing the nature of the study, the most appropriate research methodology was selected.

Methodology of the Study

In an endeavor to understand the subjective reality of role socialization for the selective participants, the interpretative paradigm was used. Semi-structured interviews were conducted with eleven female, school-based administrators from a single school district. These respondents were currently either principals or assistant principals. The transcriptions of the taped interviews were returned to participants to confirm content and clarify meaning. Upon return of the amended transcripts, the data were analyzed for categories and themes.

Findings of the Study

The findings, presented in detail in chapter four, were organized to follow logically the stages in an administrative career. Eight major categories were used to organize and present the respondents' experiences and perceptions of administrative socialization. A summary of the various categories follows.

Initial Interest

The majority of female participants felt encouraged to enter the leadership role by numerous positive and negative experiences as well as by a number of significant individuals within the work environment. The majority were not conscious of long range career advancement plans but, once committed to seeking a leadership position, they were aware of encouragement for their aspirations. The respondents arrived in the role with a variety of experiences in staff or temporary line positions. This phase of administrative socialization, that of encouragement to seek a leadership role, began long before the formal application process for most participants.

The Application/Selection Process

The formal application procedures were similar for all respondents and there were degrees of awareness of informal grapevine information about how to gain an administrative position. The key factors of interpersonal support, personal skills and luck or chance were given varying amounts of credence by the respondents with interpersonal support mentioned by most interviewees. Perceived weaknesses in the application/selection process were brought to light with some recommendations for change.

The Informal Socialization Process

After receiving an administrative position, the key areas these administrators felt the strongest deficiencies in were those of leader behavior and public relations. The strategies for acquiring this knowledge and other essential learning ranged from modelling, observation and discussion to experiential learning. As people in various positions played

a key role in this socialization, the majority of the participants actively sought out master administrators from whom to learn. It was seen as important to appear successful and in control throughout this learning process. Although a large component of socialization depended on others, self help in the form of creating opportunities and knowing and using district politics was also seen as vital. Some periods were judged more critical for assistance than others and two of these were when new in the administrative role and in potential crisis situations in the school. This informal socialization process was judged crucial for these female participants.

District Attempts at Administrative Training

The district was also involved in training new administrators although a number of experienced respondents had not received any formal program and those who had, judged it to be inadequate. It was felt that this deficiency was due to a strong dependence and reliance on the informal system. The provision of time for role learning was seen as one positive contribution that the district could make to the socialization process. The success of administrative learning in the role of assistant principal was seen to strongly depend on the principal and the provision of a clear role definition and shared team leadership. As the present district training programs were viewed as lacking, an organized mentorship was suggested as an alternate method of socialization.

Ongoing Leader Development

As leadership development is not a finite process, the need for formal ongoing renewal mechanisms was identified by the respondents and the district meetings were perceived as an excellent opportunity for this. Another vehicle for informal, continuous support and professional development was seen to be the various networks of administrators in the district. A number of the respondents felt the benefits of these associations and those who were not part of such support systems indicated a need to belong to such a group.

Continuous growth and support, whether formal or informal, were seen as necessary to remain fully involved in the administrative role.

The Administrative Role

The administrative role was seen by the incumbents to be one of service or facilitation of the work of a school. Part of this service was judged to be the recruitment and introduction of neophyte administrators to the leadership role. While school administrators saw their role as "person centred," a number perceived that district personnel were only partly aware of these priorities of school-based administrators.

Gender Impact on Role Access and Role Socialization

As school administration is a relatively new field for women, the respondents encountered resistance in the form of negative experiences at all stages of the socialization process. At the time of initial interest, negative messages were perceived about administrative aspirations and, once in the role, the respondents frequently found the doors of informal socialization closed to them by virtue of their gender. The traditional female socialization patterns, which were frequently contrary to administrative expectations, further compounded the problem. If these barriers were not enough to overcome, the bias encountered from the public as well as teachers and administrative colleagues certainly added to the stress. These, together with internal barriers such as fear of risk taking and external drawbacks such as lack of role models and heavy family responsibilities, were perceived as further mountains to climb. The attitudes and views of colleagues who did not accept women in authority also presented hurdles to the successful role socialization of the respondents. All of these factors when taken together certainly complicated the respondents' entry into leadership positions.

Where I Am in My Career

The respondents, after looking back at their careers, evaluated their progress in the light of their goals. All felt they had certainly made progress but there was still "unfinished

business" to provide future motivation. In looking forward they perceived many new challenges in their leadership careers.

Themes Arising From the Data

There were four themes derived from the interview data. These were evident as threads running throughout all of the interviews. "Chance and choice" examined the lack of long range, initial career planning by the respondents. The "active and passive socialization" continuum characterized the ways the participants accessed the formal and more particularly the informal learning processes. "Knowing and not knowing" referred to the varying levels of organizational awareness of the respondents and how this helped or hindered the leadership socialization. The final theme identified the "importance of the principal" in all phases of this learning process and the smooth entry into a leadership role.

Reflections

As this study concluded, two areas of reflection presented themselves. The similarities and differences between the experiences of the study participants and the literature of previous research was one area, while the other was reflection of a more personal nature. This latter area examines and compares the experiences of the participants with my personal experiences as a female, school-based administrator.

Reflections on the Literature

Previous research supported many of the experiences of the study participants. The passivity and lack of career planning indicated by Tracy (1985) was definitely an element observed in the careers of a number of respondents, at least at the initial stages. However, this study showed that many of these women were "quick studies" when it came to the realization of the necessity of setting career goals and actively seeking to fulfill them and this aspect was not found in the literature. A further observation was that the majority of these women entered administration at the instigation of others, be they peers or

supervisors, and this was supported by the research of Dopp and Sloan (1985) with female school superintendents.

Once in the role these female administrators had little or no difficulty with the formal policies but the informal organizational socialization was another story. Similar to the findings of Marshall (1985) and Fryer (1984), this study found that the unwritten rules and unstated organizational expectations were still perceived as stumbling blocks to women entering leadership positions even in 1989.

Other individuals, most particularly immediate supervisors, were found to provide the "keys to open the doors" of leadership socialization for many of the participants. Through a continuum of advisory/support relationships, the new administrators were assisted and guided into their leadership roles. Those without identifiable support appeared to have a much steeper road to climb. The importance of these significant individuals or "mentors" in role learning was also found in the work of Kram (1985), Zey (1984), Moore and Salimbene (1981) and Van Vorst (1980). These guides to role learning were judged even more crucial to women in leadership positions as supported by the research of Michael (1985), Hennig and Jardim (1977) and Kantor (1977). Critical times when assistance was most needed by the respondents was at the transition into an administrative career and this was also borne out by the findings of McNeer (1983).

While the participants did benefit from a variety of support and assistance in their role learning, none developed the ongoing paternalistic relationship that was frequently referred to in the literature. No one individual took a deep and lasting interest in the careers of the participants such that they could be considered a mentor in the classical sense. In the experiences of these women there was no one with sufficient influence and power to directly affect their careers.

Much of the assistance received by the respondents tended to remain at the lower stages of career development (Zey, 1984) or on the level of strictly career development as

opposed to the more personal area of psychosocial development (Kram, 1985). The help in role socialization experienced by these women remained private, never moving into the more public realm of organizational intervention found with true mentors. However, aspects of this public support were noted with the marketing of individuals. As much of the administrative selection process in the district was removed from the hierarchy, the principals or other significant individuals were not in a position to directly influence the choice of candidates. Thus the true mentor found in the literature was not part of the experience of these women.

While the research literature has much to say about women in leadership positions the specific area of school administration appears lacking. While some studies, such as Willis and Dodgson (1986) in the Canadian context, as well as Villani (1983) and Erikson and Pitner (1980), examined the role of mentors in the development of female school administrators, there appears to be little if any research in the more general area of the role socialization of female school leaders. This study found that not all participants could relate to the word "mentor", perhaps due to a very narrow understanding of the term, and that this limited view would not lead to complete understanding of how women learned the administrative role. These previous studies might have neglected other vital means used by women to acquire this necessary and relevant socialization. Some of those means found in this study, but not mentioned in others, are the more independent or experiential learning methods. This study revealed that these women accessed a wide variety of individuals and methodologies to acquire this necessary learning.

The literature suggests a linear model of assisted advancement through the organization but this appears too simplistic when examining the experiences of these participants. In terms of regular progression through the socialization stages to complete acceptance of the role, the time frame is not the same for all participants. While some move smoothly from one stage to the next, others appear to get "hung up" in the socialization and never reach the

end stage of complete role acceptance. Even the term "end stage" is misleading for it suggests that the process is linear and has a completion point. However, the experiences of these women administrators suggest that as they reach the stage of feeling comfortable in and completely accepting the leadership role, they are not content to remain there but look to further challenges and once again find themselves in the stages of initial interest in a new and more demanding role. Thus rather than the socialization process being linear as illustrated by the conceptual framework (figure 1) it would appear more appropriate to describe it as a a spiral having both linear movement through the socialization stages and upward movement through the organization.

Personal Reflections

Personal reflections at the completion of this study were many and varied. One of the first observations that came to mind was that "things had not changed much since I first entered administration eleven years ago." As both an assistant principal and a principal, I felt the lack of formal district training and as a female also the lack of informal connections to ease the role transition. The district administrative development programs that existed were on a managerial level and little was said about those other aspects of leaderships -- the ones that frequently cause the headaches. Two choices were evident. One could be aggressive in seeking out the necessary compensatory socialization through conferences and networking or one could sit back and engage in passive leadership by letting the school run itself.

In the principalship the initial feelings of isolation were even stronger because as the leader, there was no support system, no one with whom critical situations could be discussed, particularly in small schools where single administrators were often the norm. The discussion of their initial administrative experiences with these respondents brought back a flood of memories of the double isolation of being both an administrator of a small

school and a woman in a non-traditional role. Not only did I not know whom to ask, I didn't even know what I needed to ask!

Another area of reflection was the lack of career planning evident in my own early life as well as those of the participants. I am sure that I, along with many others, initially spent more time planning summer vacations than my life work. It wasn't until, through much peer discussion, the realization finally came that goals and timelines were necessary for advancement. In looking back at the interviews I wondered if a number of the participants had yet reached that critical point, or if they would ever reach it. Some still appeared content to drift and let others control their career.

Another area of reflection was the importance attributed to the informal system by a number of the participants and their perceived difficulty in accessing it. It confirmed my belief that this informal network is a major factor in the smooth and rewarding leadership socialization. Because they could not access this informal system these participants felt they were on their own for much of this critical role learning. This might be one of the reasons for a lack of women in school leadership roles, even though the participants indicated that they frequently encouraged other females to apply. Perhaps these potential administrators, in weighing the positive and negative factors, and knowing the difficulties of current women administrators, might choose not to take up the challenge.

Women in school administration are caught in a "double bind." Not only are there few role models, but traditional female socialization frequently contradicts much of the supposedly neutral leadership socialization. Many capable women reject outright the leadership role because it is not seen as feminine. Even when in the administrative role, the behavior of some women is inconsistent and often the level of acquiescence to conservative norms is high due to incomplete or insufficient socialization. Perhaps the leadership socialization of women administrators has to go that "extra step" into assertiveness training in areas such as entering and working with groups and presenting oneself and one's ideas

appropriately in order to assist women to overcome the traditional passivity and lack of confidence.

The final point of reflection was the perceived need for ongoing administrative development and support in the role. School administration is a draining career on a day-to-day basis and school leaders need constant "shots of revitalization" in terms of new ideas, challenges, and renewed excitement. I believe this is even more necessary given the constantly increasing age of school administrators in the province. Methods of consistent leadership renewal must be used to regenerate the enthusiasm and excitement so necessary in schools.

These reflections looked at two main areas. Comparison of the findings of this study with the previous research was one focus and most of the early research supported the findings of this study, however areas lacking research in any amount were also identified. The second areas of reflection compared my personal experiences in school administration with those of the participants.

Implications

As a result of this study various implications were developed. First, there are significant implications for school districts and personnel working within those districts. Second, implications arise in terms of further academic study.

Implications for School Districts and School Personnel

From this study the following implications for the district were developed:

1. The district administrative training procedures for new administrators must become a much more comprehensive and strategic program. It must be an ongoing, planned process dealing with all phases of school administration such as leadership, personnel issues, management and public relations. It should be taught by experienced administrators from the field who deal with these issues on a day-to-day basis. This would then lessen the dependence on the informal network for these necessary insights.

2. The district should consider facilitating an individual support program for new administrators, especially principals, such as an organized mentorship where experienced administrators become mentors to neophyte leaders to guide them through the critical first year in the leadership role. These teacher-learner pairs should be formally established with the necessary time provided throughout the initial year for on-site observation and discussion. The mentors should be chosen from competent, experienced, volunteer administrators.

3. The district needs to make principals aware of their key responsibility for the recruitment and socialization of new administrators. This must be moved from an implicit to an explicit expectation and included in the role description.

4. The district must examine the role of the assistant principal and attempt to ensure it is a learning experience for those wishing to pursue future leadership positions. There should be a common role description and principals should be strongly encouraged to move into team leadership and cooperative planning. This means full communication with the assistant principal and shared responsibility. Also the district should promote regular meetings and professional development activities for these individuals who will be the leaders of the future. The training and administrative development of assistant principal cannot and should not be left to chance. Principals must understand that part of their role is to train these future administrators.

5. The district also needs to examine the need for ongoing professional development for all school-based leaders on a regular basis. As with programs for new administrators the planning and development of these programs must reside with the school-based administrators who are in the best position to determine their own needs.

6. The district also needs to address the equity issue at all levels of school-based administration -- elementary, junior high and senior high school. This district needs to be

aware of the informal messages given to female students and female staff when the preponderance of school administrators at any level are male.

7. If the district wishes to attract more women into its administrative ranks to represent more equitably the population of the district, it needs to re-examine the role of the school administrator and the expectations and time commitments in the light of the dual role responsibilities of career and family for most women.

There were also implications from this study for women who wish to enter school administration.

1. It is critical to develop an agenda for career development early in the career and begin researching the organization immediately. This means identifying those individuals who will provide assistance, actively seeking out the formal and informal layers of the organization, establishing personal support groups for sharing, and knowing the political situation in the district. Thus, when an individual is ready to make the formal step into administration, the socialization process will be much smoother.

2. Women must become aware of the value of informal networks in the socialization process and should become involved in these groups. If there are barriers to entry into the presently existing networks, consideration must be given to establishing new groups to serve as supporting, nurturing, strategizing and information sharing mechanisms. The ideal networks would be mixed groups of administrators but perhaps this intermediate stage of female networks is essential while breaking down the traditional barriers.

3. Women must also become aware of the values of their traditional socialization as well as the characteristics of the ideal administrator and attempt to find some comfortable middle ground in which they can see themselves and can carry out the role as an effective, female administrator.

Implications for Further Study

The understanding of the role socialization of female school administrators developed through this study has implications for further study.

1. Another study could examine the role socialization experiences of male administrators to determine if the experiences of the respondents were gender specific or applicable to all new administrators.

2. An in-depth study of the experiences of a female in the initial year in the principalship would provide insight into immediate meanings and feelings of this individual as she is subjected to the stresses of role socialization . This type of study could trace the day-by-day development of an administrator as changes in behavior and ways of thinking occurred.

BIBLIOGRAPHY

BIBLIOGRAPHY

Adkinson, J.A. (1981). Women in school administration: A review of the research. Review of Education Research, 51 (3), 311-343.

Anderson, C., & Devanna, M.A. (1981). Mentors: Can they help women get ahead? Career Development Activities, 2 (2), 5-8.

Bogdan, R.C. & Biklen, S.K. (1982). Qualitative research for education. An introduction to theory and methods. Boston: Allyn and Bacon Inc.

Bolton, E. (1980). A conceptual analysis of the mentor relationship in the career development of women. Adult Education, 30, 195-207.

Borg, W.R. & Gall, M.D. (1983) Educational research: An introduction. Fourth Edit. New York: Longman.

Boston, B. O. (1976). The sorcerer's apprentice: A case study in the role of the mentor. (ERIC Document Reproduction Service No. ED 126 671).

Bova, B.M., Phillips, R.R. (1984). Mentoring as a learning experience for adults. Journal of Teacher Education, 35 (3), 16-20.

Bowker, J.E., Hinkle, D. E., & Worner, W. M. (1983). Do women aspire to the same administrative position as men? Educational Administration Quarterly, 19 (2), 64-81.

Bragg, A.K. (1980). Relationship between the role definition and socialization of academic department heads. Dissertation Abstracts, 41 (5).

Clements, J. (1980). Sex bias in school administration. In S. K. Bilken & M.B. Brannigan (Eds.), Women and educational leadership. Lexington, MA: Lexington Books.

Dalton, G.W., Thompson, P., & Price, R.L. (1977). The four stages of professional careers - A new look at performance by professionals. Organizational Dynamics, 6, 19-42.

Dopp, B.K., & Sloan, C.A. (1986). Career development and succession of women to the superintendency. The Clearing House, 60, 120-126.

Erikson, K., & Pitner, N.J. (1980). The mentor concept is alive and well. NASSP Bulletin, 64, 8-13.

Fryer, A.C. (1984, October). A major stumbling block for women in education administration. Thrust.

Gaertner, K.N. (1981). Administrative careers in public school orgnizations. In P.A. Schmuck, W.W. Charters, Jr., & R.O. Carlson (Eds.), Educational policy and management: Sex differentials. New York: Academic Press.

Glaser, B. & Strauss, A. (1967). The Discovery of Gounded Theory. Chicago: Aldine.

Greenfield, W.D. (1977). Administrative candidacy: A process of new role learning. Journal of Educational Administration, 51 (1), 30-48.

Gross, N., & Trask, A.E. (1976). The sex factor and the management of schools. New York: John Wiley.

Guba, E. G. & Lincoln, Y.S. (1982). Epistemological and methodological bases of naturalistic inquiry. Educational Communication and Technology Journal, 30 (4), 233-252.

Gussner, W.P. (1974). The socialization of a school administrator. Dissertation Abstracts, 35 (1)

Halcomb, R. (1980). Mentors and successful women. Across the Board, 17, 13-18.

Hall, D.T. & Associates. (1986). Career development in organizations. San Francisco: Jossey-Bass Publishers.

Hall, F.S., & Hall, D.T. (1979). The two career couple. Reading, MA: Addison-Wesley.

Harragan, B. (1977). Games mother never taught you. New York: Warner.

Hennig, M., & Jardim, A. (1977). The managerial women. New York: Doubleday.

Kanter, R. M. (1977). Men and women of the corporation. New York: Basic Books.

Keohane, N. (1984). Women and power. Speech presented to Wellesley College Alumni, New York.

Kram, K.E. (1985). Mentoring at work. Glenview, IL: Scott Foresman & Company.

Larwood, L., Stromberg, A. H., & Gatek, B.A. (Eds.). (1985). Women and work: An annual review. Beverly Hills, CA: Sage.

Levinson, D. J. (1978). The seasons of a man's life. New York: Knopf.

Levinson, D. (in press). The seasons of a woman's life. New York: Knopf.

Marshall, C. (1979) Career socialization of women in school administration. (ERIC Document Reproduction Service No. ED 170 908).

Marshall, C. (1985). From culturally defined to self-defined: Career stages of women administrators. The Journal of Educational Thought, 19 (2), 134-146.

Marsicano, H.E. (1981). Role of mentors in developing careers: Do women need mentors? (ERIC Document Reproduction Service No. ED 203 132).

McNeer, E.J. (1983, Fall). Two opportunities for mentoring: A study of women's career development in high education. Journal of NAWDAC, 8-13.

McNutt, A.S. (1980) A study of the role models of top-echelon women administrators in southern public institutions of higher education. Dissertation Abstracts, 41, (2)

Merriam, S. (1983). Mentors and proteges: A critical review of the literature. Adult Education Quarterly, 33, 161-173.

Michael, C.M., & Hunt, D.M. (1985). Women in organizations: A study of mentorship. In V. J. Ramsey (Ed.), Preparing professional women for the future. Ann Arbor: University of Michigan.

Moore, L. (in press). Not as far as you think: The realities of working women. Lexington, MA: Lexington Books.

Moore, K. M., & Salimbene, A. M. (1981). The dynamics of the mentor-protege relationship in developing women as academic leaders. Journal of Education Equity and Leadership, 2, 51-64.

Ortiz, F. I. (1982). Career patterns in education. New York: Praeger.

Osipow, S. H. (Ed.). (1975). Emerging women: Career analysis and outlook. Columbia: Charles E. Merrill.

Phillips, G. M. (1979). The peculiar intimacy of graduate study: A conservative view. Communication Education, 28, 339-345.

Phillips, L. L. (1977). Mentors and proteges: A study of the career development of women managers and executives in business and industry. Unpublished doctoral dissertation, University of California, Los Angeles.

Phillips-Jones, L. (1982). Mentors and proteges. New York: Arbor House.

Sandorff, P.I. (1981) Women administrators in public elementary education: Factors for successful entry. Dissertation Abstracts, 41, (8)

Schein, E. (1971). The individual, the organization and the career: A conceptual scheme. The Journal of Applied Behavior Science, 7, 401-426.

Schmidt, J., & Wolfe, J. (1980). The mentor partnership: Discovery of professionalism. NASPA Journal, 17, 45-51.

Shakeshaft, C. (1981) Women in educational administration. Newbury Park: Sage

Shapiro, E.C., Haseltine, F., & Rowe, M. (1978). Moving up: Role models, mentors and the patron system. Sloan Management Review, 19, 51-58.

Shea, L. R. (1983). Women and the high school principalship: A comparison of male and female aspirations and career paths. Dissertation Abstracts, 44, (9)

Sheehy, G. (1976). Passages: Predictable crises of adult life. New York: E. P. Dutton.

Stockard, J. (1984). Career patterns of high-level women school administrators.

Journal of NAWDAC, 48 (1), 36-44.

Super, D.E. (1984). Career life and development. In D. Brown & L. Brooks and Associates (Ed.), Career choice and development. San Francisco: Jossey-Bass Publishers.

Tracy, S. J. (1985, Fall). Career patterns and aspirations of elementary school principals: The gender difference. Journal of NAWDAC.

Vaillant, G. (1977). Adaption to life. Boston: Little, Brown and Company.

Valverde, L. A. (1974). Succession socialization: Its influence on school administrative candidates and its implication to the exclusion of minorities from administration. Dissertation Abstracts, 35, (12)

Van Vorst, J. R. (1980). Mentors and proteges among hospital chief executive officers in Indiana. Dissertation Abstracts, 41, (4)

Villani, S. (1983). Mentoring and sponsoring as ways for women to overcome internal barriers of heightened career aspirations and achievement. Dissertation Abstracts, 44, (6).

Weiss, H. M. (1977). Subordinate imitation of supervisor behavior: The role of modelling in organizational socialization. Organizational Behavior and Human Performance, 19, 89-105.

Willis, H., & Dodgson, J. (1986). Mentoring of Canadian women in educational administration. The Canadian Administrator, 25 (7), 1-6.

Woodlands Group. (1980). Management development roles: Coach, sponsor and mentor. Personnel Journal, 59 (11), 918-921.

Zey, M. (1984). The mentor connection. Homewood, IL: Dow Jones-Irwin.

APPENDIX A

Participation Request Correspondence

February 1, 1989

Dear Administrator,

Presently in the field of Professional Development, there is interest in how individuals learn administrative roles. As a graduate student at the University of Alberta, I am interested in the more specific question of "How Women Administrators Learn The Administrative Roles." This topic is the focus of my research study. As a present school administrator, your experiences and reflections on learning the "administrative ropes" would provide valuable insights into this question. I invite and encourage you to share your perceptions through participation in this study.

This research has the approval and support of the school district Testing and Research Office and also that of the Superintendent. Also formal approval was received from the University of Alberta, Department of Educational Administration.

This research will take the form of an interview of approximately one hour. An outline of the discussion areas will be provided in advance. This interview can be arranged at your convenience in regard to both time and place. You will have an opportunity to review the transcript of your interview to assure accuracy and to add or delete any information. A copy of the research findings will be available to participants at the end of the study. Your participation in this research is voluntary and your responses will be held in strictest confidence.

I realize that we are all busy with the demands of school and personal life but I hope that you are able to assist in this study and through it provide insights into your personal role learning. With this type of information it is hoped that more female colleagues might be encouraged to apply for administrative positions.

Should you have any questions about this study before you make your decision, please contact me at school or at home. If you are able to assist with this research, please complete the attached form and return it in the envelope provided by February 15, 1989 and I will contact you by telephone regarding the specifics of the interview. Thank you for you time and consideration.

Sincerely yours,

Jane Warren

I wish to participate in the research on "How Women Learn The Roles Of School Administration". I understand this will be a taped interview.

Name: _____

Position: _____

Total number years in school administration: _____

Present Location: _____

Telephone number: _____

Comments: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Return to: Jane Warren

by February 15, 1989

APPENDIX B

Interview Questions

Interview Questions Sent to Participants Prior to Interview

TOPIC: How Women Administrators Learn The Administrative Role.

PURPOSE: The purpose of the research is to explore the role socialization (the process of learning to think and act like an administrator) of female school administrators.

DISCUSSION AREAS FOR INTERVIEW

In your personal reflections, it would be beneficial to think in terms of specific situations and examples from your own experience rather than general terms.

INITIAL INTEREST:

1. How did you come to be in your present position?

2. What were the rules and ways of thinking (formal and informal) about applications for administrative positions when you were first interested?

3. What/who led you to apply for an administrative position?

4. How do you see the role of a school administrator?
   -most important facets
   -less important facets

LEARNING THE ROLE:

1. What kinds of things did you need to learn in your first administrative position and subsequent new assignments?

   How did you learn what was needed (both behaviors and key information - formally and informally)?

2. Did you receive any guidance from other individuals in "learning the ropes"?
   -Examples of help in role learning

   Besides individual assistance are there examples of other types of more general help that you have received (eg) networks, information exchange groups etc.?

3. Can you think of examples of times in your administrative career when help and assistance were critical and particularly beneficial to you?

4. Have you helped someone else learn an administrative role? Describe the experience(s).

5. Are you aware of colleagues who have assisted others into new roles?

SUCCESS:

1. On a scale of 1-10 how far have you come in terms of your career goals?

   -How important is it to be seen as successful?

Detailed Interview Outline Including Introduction

INTERVIEW FORMAT

DIRECTIONS:

- Will be a taped interview
- approximately 2-3 weeks from now. I will send you a transcript of the interview - for you to read and add, delete or clarify any statements you have made - possibly I will ask for clarification of sections/statements at this time.
- This interview will be confidential and any portions of this interview used in the research report will have all identifying references removed. It is my express purpose to guarantee completely your confidentiality and anonymity .
- If at any time you do not feel comfortable with a question and do not wish to answer it, that is your choice and also if you wish to stop the interview at any point that is also your perogative.
- All of this data - the tape and the interview will be securely stored until the analysis is completed, then the data sources will be destroyed.
- The maximum time will be one hour. If we feel that we have not finished exploring the topic areas - I would like to come back again for a second interview, possibly 1-2 weeks later
- I am going to make a few notes as we go along, please feel free to do the same - we will follow the basic outline sent to you earlier.
- Any clarification of procedures?
- I would like to focus on your administrative career and career moves - some cases there will be more than one administrative appointment in various schools - draw on as many of these experiences as possible.
- Specific situations, cases and examples from your own experience would be most beneficial.

ROLE PERCEPTION AND INITIAL INTEREST

1. How did you come to be in your present position?

   -how long have you been an administrator?
   -steps to get there?

2. What were the rules and ways of thinking (formal and informal) about applications for administrative positions when you were first interested in administration?

3. What/who led you to apply for an administrative position?

   -what made you think you could do it?

4. How do you see the role of an administrator?

   -what are the most important facets
   -the less important facets

   Do you think central office views the role of the administrator in the same way?

   If there is a discrepancy between your personal perceptions of the administrative role and that of the district, how do you cope with this?

HELPING RELATIONSHIPS AND LEARNING THE ROLE

1. What kinds of things - major categories did you <u>need</u> to learn in your first administrative position:

   -managerial?
   -leadership?
   -personal?

   How did you learn the key information and behaviors needed - both formally and informally?

   -on-the-job training?

2. Did you receive any guidance (help) from other individuals in "learning the ropes"?

   -tell me something about the individuals who helped - position in organization, etc.

   -tell me about the kind of help received in learning the role

3. How did you identify those people from who you sought help with learning?

   -was it a mutual identification process?

   -did you ask different kinds of questions of different people? -- explain.

   If you are in the same school, are the same people still supporting you in role learning

as did so initially or have others assumed that role?

Has the relationship changed?

4. Are there other forms of help in role learning - interpersonal assistance, besides individual help that have helped you to learn the administrative ropes and helped in accessing vital information (e.g.) networks, personal support groups, information exchange-sharing groups.

5. Were there times in your career development when help and assistance were particularly critical to you?

   Example----------walk through a situation

6. How is information shared on the job? ---formal/informal process

   -Is information readily shared among colleagues?

7. Do you feel comfortable asking for help from colleagues/supervisors?

8. Have you helped someone else learn an administrative role?

   Describe the experiences

   Is the application process different now than it was when you first applied?

9. Are you aware of colleagues who have assisted others into new roles?

   Examples

   Do you feel that the school system recognizes and supports this type of peer assistance?

SUCCESS PERCEPTION

1. On a scale of 1-10 how far have you come in terms of your career goals?

   How important is it to you to be seen as successful?

2. Did you feel that being a female impacts on this learning or socialization process?

3. What factors are needed to be considered for an administrative appointment?

   How would you rate these factors

   -role of personal skills

   -role of interpersonal support

   -role of chance/luck (right place at the right time)

   -How important is the element of chance?

APPENDIX C

Sample Pages of Raw Data

INTERVIEW #1

Question Now that you consider yourself an experienced administrator, are you seen as a source of assistance to others?

Response 1 Two or three principals that tell me that I am their mentor and I find that humbling, personally, because you see your own inadequacies and your own weaknesses so for someone else to look to you and say, "You are my mentor," is scary. Because I think that there's so much I don't know but I feel also complimented by it and I am glad that I can help them out. I've been in the role longer so I know that they need that support and they trust me, so obviously they will come to me and ask for advice and I'm happy to give it and support them in that. I needed someone at some point in time and now some people need my advice and that's great. I still need somebody yet and that's like a cycle, it never stops.

Question Like a spiral, you're always looking.

Response 1 Some are looking to you and you are looking to someone else and it is good to know that you can help some people out and yet there are people there that you still go to when you need that, so it's nice.

Question Who (in terms of position) do you look to now? Is it peers -- fellow principals or?

Response 1 --I find I look to fellow principals that I have confidence in. Also to my assistant, because he is a highly competent leader.

INTERVIEW #2

Question What about leadership skills?

Response 2 One of the things that I really had to learn coming into administration is the importance of having a vision and the importance of sublimating it while you're an assistant principal.

Question Do you think this happens often? Do principals and A.P's often have different visions for the school?

Response 2 Very often if you listen to the gossip!

Question Interesting. Because your vision is not the same. . . .

Response 2 That's right, and yet because you are just learning the job, the role . . . where I was before, my vision was very, very different and I found that quite difficult. A lot of times I simply couldn't see why we were heading the way we were heading and yet that's something I had to live with. The vice principal, very often is a bridge for the staff to a principal and it's a very touchy position especially if the staff isn't agreeing with the principal and sharing the vision as well.

Question Had you attempted to discuss this with the principal?

Response 2 Sure -- but what did a "rookie" and a "woman" know about anything!?

Question You become a mediator

Response 2 You become a mediator and yet you have to sublimate your own vision because there can only be one vision for the school. So that's been an interesting role to learn and very different and I see it.

Then coming to this school and seeing a well run school. The

parents are very involved and yet coming in and finding out, there again, not just who has the obvious power but who has the informal power, . . . what people on staff. That was something I needed to know because I'd been part of it before rather than standing back and looking at it objectively. So those sorts of leadership skills of seeking out who the real power brokers are and getting them to buy into the vision. Those sorts of leadership skills and there's nowhere that's taught, at least that I can see.

Question How do you find out who has the informal power?

Response 2 Who speaks at staff meetings, who is deferred to in informal conversations. Who lets you know who they are the first day.

Log Book on Interviewer Perceptions about Interviews

Interview #3

A. -Interviewee concerned about protection of anonymity. Would people be able to identify what she had said in the interview? I reassured her about various safeguards to anonymity and confidentiality.

B. -Initially a one hour interview appointment was made but when I arrived I was informed the respondent had another meeting in 40 minutes. I felt rushed, but said we could go on with the interview until the other appointment came.

C. -Interview was held in the respondent's office -- many interruptions, mini conferences at the door, office cleaning staff, phone calls. It was difficult to keep on a train of thought.

D. -When the interview began, the respondent appeared very serious, lengthy pauses as she seemed to weigh each thought and decide how much to reveal. It was difficult for me not to fill the pauses with further explanation but I waited.

E. -Eventually the respondents' experiences were revealed and with them an amount of bitterness directed to the district and to individuals as she recounted examples of discrimination from many directions. It was difficult not to jump in and agree to maintain rapport and indicate support, particularly when I had similar types of negative experiences. It was a very fine line between giving this support to continue in a sensitive area and leading the interview. I had to be very conscious of my own responses and non verbal cues.

F. -I have known this respondent for a number of years and I found it difficult in some ways and easier in others to be interviewing administrators that I knew. The difficulty was the tendancy to lapse into a conversation of our individual experiences rather than the interview mode of probing for further data. It was also difficult to

interview my own colleagues who revealed situations and names of other known district personnel. On the other side of the coin much of the rapport building was unnecessary and we very quickly moved right to the heart of the matter.

G. -This inteview was very long at the request of the respondent. She did not want a second interview and chose to complete this in one 2 1/2 hour sitting. It was very exhausting yet did not break continuity so that was a plus.